

**Carleton University
Department of English
Full Summer 2015**

**ENGL 3502 A
British Literature II: A Study of Literary Cultures, 1700–1914**

Mondays and Wednesdays, 6-9pm
Location: 415 SA – *Please confirm on Carleton Central*

Prerequisite: ENGL 2300 or permission of the Department

Instructor: Dr. Morgan Rooney	Office: 1929 DT
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COURSE DESCRIPTION:

This course is a survey of British literature from 1700 to 1914. In the years immediately prior to 1700, a court culture largely prevailed in Britain; by 1914, the country had long since been transformed into a modern democratic commercial society. Not surprisingly, the literature of that same period registers the concerns and anxieties, fears and hopes, of a variety of voices that lived through those remarkable changes. At the same time, the literature of the period undergoes a series of its own transformations as a result of the new pressures that those changes exerted. In this course, we will explore a representative selection of authors from each literary period—the eighteenth century, the Romantic and Victorian eras, and the early Modern period—whose writings give us access to some of more significant literary, cultural, and socio-political developments of this 200-year block of British history.

This course is cuLearn supported. cuLearn is a virtual extension of the classroom, and students are expected to be familiar with everything circulated by its means. Students are expected to check out our course page at least 2-3 times a week.

The Department of English has designated ENGL 3502 a “writing-attentive” course. That means that students in this course must

- Write at least one substantial essay each term in which they are expected to
 - develop an argument or thesis statement across each essay
 - develop complex ideas using correct and effective expression according to academic English practice
 - use and cite from primary texts appropriately
 - develop secondary research and citation skills
- Complete at least two supervised writing assignments in the course (tests, in-class essays, or formal examinations)
- Spend a portion of class time developing and improving essay writing skills and research essay skills

LEARNING OUTCOMES:

By the end of this course, successful students will have demonstrated their ability to:

- **Create analytical readings of texts that are informed by the socio-political, cultural, and aesthetic developments of their authors' moment in history.** This involves, for the texts studied, constructing readings that
 - relate texts to contexts;
 - create linkages between developments in a period and authors' aesthetic and ideological expressions; and
 - demonstrate an awareness that literary texts intersect with the real developments of their authors' society.
- **Elaborate thoughtfully and intelligently on each period under study as well as points of convergence / divergence between them.** This includes the ability, for each period, to elaborate in some depth on
 - significant generic innovations and literary developments;
 - major historical, political, and cultural events;
 - core concerns and ideological positions expressed by the authors; and
 - relationships between the authors' ideological positions.
- **Demonstrate mastery of the literary terms explored in the course, which includes the ability to**
 - define, explain, and elaborate on those terms;
 - locate and expand on relevant examples; and
 - use those terms appropriately in analyses in papers and exams.
- **Create effective research papers on literary topics that**
 - develop arguments informed by, and which are situated in relation to, recent, relevant scholarship;
 - are clearly structured to advance their theses, using a thesis statement, a direction statement, topic and concluding sentences, and paragraphing that directly advances the argument;
 - engage closely with the words of the primary texts under study, unpacking those words to show how they advance a point being made;
 - engage closely with the arguments and words of the secondary texts, unpacking their words and arguments to show how they advance a point being made; and
 - document all sources using proper MLA style.

REQUIRED TEXTS:

1. Broadview Course pack
2. Jonathan Swift, *Gulliver's Travels*, ed. Allan Ingram (Peterborough: Broadview Press, 2012)
3. Horace Walpole, *The Castle of Otranto*, ed. Frederick S. Frank (Peterborough: Broadview Press, 2003)
4. Mary Shelley, *Frankenstein*, ed. D. L. Macdonald and Kathleen Scherf, 3rd ed. (Peterborough: Broadview Press, 2012)
5. Joseph Conrad, *Heart of Darkness*, ed. D. C. R. A. Goonetilleke, 2nd ed. (Peterborough: Broadview Press, 1999)

Buy all of your books in May. The Broadview shrink-wrap deal will save you money. Moreover, Octopus Books won't stock books for this class in July.

These books (including the course pack) will be available at [Octopus Books](#), which is located at 116 Third Avenue, just off of Bank Street. For more information, call the store at (613) 233-2589 or visit online at www.octopusbooks.ca.

You will also require access to a style manual (the *MLA Handbook* [2nd floor research help desk, LB 2369 .G52 2009]), a dictionary (the Oxford English Dictionary is accessible from [our library](#)), a grammar aid (any of the following will do: Lynn Quitman Troyka and Douglas Hesse's *Simon and Schuster: Quick Access Reference for Writers* [2nd floor reference, PE 1408. T6965 2007], Don LePan's *Broadview Book of Common Errors in English* [2nd floor reserves, PE 1460. L46 2003], or John C. Hodges et al.'s *Harbrace College Handbook for Canadian Writers* [2nd floor reference, PE 1112. H37 1994]), and a dictionary of literary terms (J. A. Cuddon's *Dictionary of Literary Terms and Literary Theory* [2nd floor reference, PN 41. C83 1998]). Because these volumes are all designated "Library Use Only," they will always be available to you, free of charge.

EVALUATION:

Assignment	Percentage	Due Date
Pop Quizzes (best 4 of 6, 3.75% each)	15%	Ongoing—random days & times
Writing Portfolio (5 assignments, 3% each)	15%	May 11 th , May 20 th , June 25 th /27 th , July 27 th /29 th , and August 14 th
Research Essay #1	15%	June 15 th
Midterm Exam	15%	TBA—June 19 th –25 th
Research Essay #2	20%	August 14 th
Final Exam	20%	TBA—August 17 th –23 rd

TEACHING APPROACH:

I teach in a way that doesn't just invite your participation, but rather that demands it. In this class, you can expect me not to lecture at you in three-hour intervals. Instead, I will be giving mini-lectures interspersed by activities that require your involvement. These activities will give opportunities to practice and develop the skills and content mastery announced in my learning outcomes, to measure the progress of your learning, and to consolidate the knowledge and skills worked on in each class. Come prepared to be an active participant in your own learning.

COURSE POLICIES:

Attendance: Regular attendance is vital to securing a passing grade in this course. Almost 25% of your grade is determined by the work you do in class. The exams, which cover materials taught in class, account for another 35% of your grade. In addition, I use an active learning approach, which means no amount of notes or consultation will capture the learning experience of the classroom. Commit now to regular attendance. If you need further motivation, note that if you miss three or more full classes in either term, I will award you with an "F" for the course, as per [Section 2.1](#) of the Academic Regulations in

the Undergraduate Calendar. Exceptions may be made, but only for students who can provide official documentation and/or who have demonstrated commitment to the course. During each half of every one of our meetings, I will circulate a sign-in sheet. These sheets are the final authority on your attendance record. If you must leave class early or come in late, let me know in advance and you will get credit for that part of the class you attended—otherwise, failure to sign one of the sheets counts as an absence. Substantially late arrivals or early exits will be recorded. Every week or two, I will update the “Weekly Attendance Sheet” on cuLearn. It is your responsibility to keep up-to-date on this issue.

Note: anyone who misses class is responsible for catching up with missed material. I’d strongly recommend reviewing the slides for the class missed, getting notes from a friend, and seeking me out during office hours, at which time I’ll direct you to relevant sources. In every scenario involving your absence, be aware that you’re responsible for taking initiative to make sure your grade doesn’t suffer.

Basic Preparation: As a matter of course, you are expected to 1) attend all class meetings; 2) complete the scheduled readings beforehand; 3) arrive prepared to discuss what you have read; 4) bring the relevant text(s) to class; 5) prepare and bring to class thesis / outline documents for Portfolio days; and 6) have a piece of paper on hand in case of a Pop Quiz. I strongly recommend taking notes on the lectures and keeping a record of the passages and terms we discuss in class. Writing in the margins of your books and marking off key passages as you read is also a good idea. Passages and terms discussed in class are likely to appear on the quizzes and exams.

Classroom Etiquette: On the first day of class, we will discuss as a class expectations that we have for one another regarding what happens during class time. We’ll discuss and establish an agreed upon list of classroom rules, to be posted afterwards on cuLearn, on the subjects such as the following:

- How do we feel about food and drink in the classroom?
- What will be our position on laptops and cell phones in the classroom? How can we make sure that we’re harnessing these technologies for learning?
- What constitutes respectful behaviour in this class and how will we promote it? What constitutes disrespectful behaviour and what will we do to avoid it?

Assignment Submission: All in-class assignments (the pop quizzes, the exams, and portfolio assignments 3 and 4) will be submitted in-class. All take-home assignments (the essay and portfolio assignments 1, 2, and 5) will be submitted via cuLearn. There is no other acceptable way to submit these assignments. Note that cuLearn will automatically send you an acknowledgement email for all assignment submissions, so make sure you’ve received that.

Note: in the rare event that your assignment is lost, misplaced, or not received, you’re responsible for having a backup copy that can be submitted immediately upon request.

Late Assignments: For the two essays, everyone gets a bank of 4 penalty-free days of extension (“grace days”) for the course, no questions asked. Treat these as a failsafe rather than planning to use them.

Some details about these “Grace Days”:

- Measured in 24-hour units that start at 6:05pm on the due date. Some examples:
 - Jane Doe submits a paper less than 24 hours after 6:05pm on the due date; she has used 1 grace day.
 - Jill Doh submits a paper more than 24 hours but less than 72 hours after 6:05pm on the due date; she has used 3 grace days.
 - John Doe submits his Research Essay, which was due on June 15th at 6:05pm, on June 19th at 8am; he has used 3 grace days.
 - Jack Doh submits his Research Essay, which was due on June 15th at 6:05pm, on June 19th at 8pm; he has used 4 grace days.
- Tracked by me. I will provide an update on your grace days used on cuLearn after the first essay is marked.
- Applicable only to the two essays. This means that there is no late policy for the pop quizzes, writing portfolio assignments, or exams—complete those assignments on time, or receive a zero. If you have documentation to explain any late assignments, we can talk about that.

Once a student uses all 4 grace days, any essay s/he submits late receives an automatic zero. Special consideration may be given to students dealing with a protracted medical issue for which they provide documentation.

Completion of Course: Take careful note of [Section 2.1](#) of the Academic Regulations in the Undergraduate Calendar: “To obtain credit in a course, students must meet all the course requirements for attendance, term work, and examinations as published in the course outline.” If you have failed to complete any of the major assignments (the Research Essays and Exams) within the prescribed timelines, or if you have failed to comply with my attendance policy, you will fail the entire course.

Email: Use email only for quick questions, to set up alternate meeting times, or to handle personal issues (i.e., to advise me of a situation, etc.). If you want to discuss a paper (topic, thesis, outline, etc.), come to office hours. Neither email nor telephone is an effective means of dealing with such matters. There is not enough time before or after class to cover such issues adequately, either. Take advantage of office hours. I’m also available via BigBlueButton/Skype in some instances.

I answer emails Monday–Friday, 8:30am–4:30pm, but not outside of those times (i.e., weekday evenings and weekends). Be sure to provide a subject line and to limit yourself to the issues outlined above, and consult this syllabus to see if it answers your question before you send your email. Keep these simple guidelines in mind and you will find that I reply quite quickly (usually within 24 hours).

For questions your classmates might be interested in hearing the answers to, please post them on the cuLearn “Discussion Board.” That way, I can answer it once, for everyone.

Telephone: In general, avoid the phone altogether. I'm not in my office outside of announced times and have no voice messaging system. Stick to in-person and/or BigBlueButton/Skype interviews and email for all communication purposes.

Grade Inquiries: I'm always willing to review assignments. My one and only rule on this subject is *No discussions about grades until 48 hours have passed after the assignment was returned*. That's because you need time to process my feedback and to be prepared to engage with it in a conversation with me about it. Once you've done so, come see me during office hours. Note that I'll be posting exemplary quizzes as I receive them, and that I'll be providing detailed feedback on the papers. Note, too, that requests for re-marking raise the possibility of a lower as well as a higher grade.

For the Final Exam, students may arrange for a time to peruse it, but they can't remove, correct, or otherwise change it. It must remain, as is, with the department.

Final Grades: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Academic Integrity: The University Senate defines plagiarism as presenting, whether intentionally or not, the ideas, expression of ideas, or the work of others as one's own. Acts of academic fraud include the following:

- reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas, quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgement in an essay or assignment;
- failing to acknowledge sources through the use of proper citations when using another's work, and/or failing to use quotation marks;
- handing in substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a form of intellectual theft. It is a serious offence that can't be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include failure of the assignment, failure of the entire course, suspension from a program, suspension from the university, or even expulsion from the university.

It is your responsibility to know what constitutes academic fraud: for more information, see [Section 14](#) of the Academic Regulations described in the Undergraduate Calendar and Carleton's [Academic Integrity Policy](#).

ASSIGNMENT DETAILS:

Assignment Specifications: I'm not particular about formatting for the work you do in class or for any of the Portfolio assignments (excepting, of course, the MLA Exercise). Essays, however, must conform to the following specifications:

- Times New Roman, 12-point font; double space; one-inch margins (sides, top, and bottom); page numbers in the upper right corner; no extra spaces between paragraphs.
- A first page formatted according to MLA style, which means including the following pieces of information: the title of the essay (one that reflects the paper's contents/thesis, not just "Essay" or "Title of the Work I'm Writing On"), student name, course code and section, instructor's name, and date of submission.
- Proper documentation of sources (MLA style).

Note: failure to comply with these specifications will result in deductions of up to 10%. It is folly to throw away these marks. Format your manuscripts to request.

Pop Quizzes (15%; best 4 of 6, 3.75% per): The Pop Quizzes are designed to motivate you to attend classes regularly and do the reading(s), and to prepare you for the exams. There will be 6 Pop Quizzes in total; your best 4 will account for 15% of your mark. If you miss a class when a Pop Quiz is given, you forfeit the opportunity to earn those marks. Documentation to explain your absence will keep you from losing marks, but under no circumstances will you be allowed to write a "make-up" Pop Quiz, as that would defeat the purpose of the exercise.

The Pop Quizzes will be administered on random days and times. You will be given a passage from a work we have recently read. You will have 15 minutes to

- correctly **identify** the author and the title of the work (1 mark), and the work's formal and generic properties (1 mark);
- **unpack and elaborate on** what is being said in the passage/lines and how it/they relate to the larger work (2 marks); and
- **interpret** the passage by, for example, situating the passage and/or text in dialogue with the larger cultural, sociopolitical, and aesthetic contexts discussed in class (2 marks).

Writing Portfolio (15%; 5 assignments, 3% per): There are 5 assignments in total, each worth 3%, as follows:

1. An Online Quiz: the quiz is located [here](#). Once you successfully complete the quiz, you will earn a certificate. Submit that certificate, as a PDF, for 3%. The certificate is due May 11th.
2. MLA Exercise: you will research a randomly assigned literary topic, looking for 12 recent and relevant sources, from a mix of mediums (i.e., print and web). You will then create a Works Cited that follows the latest MLA guidelines, for 3%. This assignment is due May 20th.

3. **Two Peer Reviews:** Approximately 3 weeks in advance of each Research Essay, you will take part in a 3-step peer review exercise. Worth 3% a piece, each of these will take place the weeks of May 25th/27th and July 27th/29th.
 - a. Create an outline for your upcoming essay using a template provided (before May 25th and July 27th);
 - b. Come to class, exchange outlines with a peer, and review each other's work using a rubric provided, providing written and oral feedback (on May 25th and July 27th);
 - c. Go home, reflect on your partner's feedback, and produce a reflective document that follows a template provided. This piece should be 1 page long if single spaced, 2 pages long if double spaced (due on May 27th and July 29th); and
 - d. On the due dates (May 27th and July 29th), hand in all three documents stapled together (the original outline, your partner's feedback form, and your reflection piece)

Note that, to earn grades for this exercise, you must come to class with an outline and participate in the in-class peer review and work with a different partner each time. If you don't participate in the in-class peer review exercise, you forfeit the 3%. If you can provide documentation to explain an absence, we'll work something out.

4. **Mystery Assignment:** Details to be revealed on Aug. 10th. Everything you need to complete the assignment will be provided that day. You will have 4 days to write a 750~ word reflective document.

Research Essay #1 & 2 (15% & 20%): Each of your research essays will be 3,000 words (9–10 pages) long, and they are due on June 15th and August 14th. Topics and marking rubrics will be available on cuLearn well in advance of these deadlines. Note that papers submitted on a topic that I haven't set or vetted carefully and approved of explicitly via email will not be graded.

Exams #1 & #2 (15% & 20%): The Exams are designed to test you on the lecture and reading materials for each term (non-cumulative). You can expect a Midterm and Final Exam with three parts. Part 1 will require you to define literary terms and illustrate their meaning using a text we have discussed in class; Part 2 will require you to identify passages from the assigned readings, list their formal and generic properties, elaborate on the lines' meaning, and situate the passage in dialogue with the larger text and issues in the period; and Part 3 will require you to write an argumentative essay. All exams will be based on material covered in the lectures and the assigned readings.

Note: the dates for Early Summer (June 19–25) and Late Summer (Aug. 17–23) Exams are set by the University. Absence from exams will only be excused in the event of serious extenuating circumstances for which you can provide documentation (such as accident, illness, bereavement, or religious accommodation). To secure a Deferral, you must submit supporting documentation in a timely fashion. Travel for business or pleasure is not considered a valid reason for failure to attend an exam. To that end, do not make travel plans for the exam periods until the dates of all your exams are known.

SUPPORT SERVICES & ACCOMMODATIONS:

Writing Tutorial Service (WTS): The [WTS](#) offers students one-on-one, personalized assistance with academic writing, free of charge. To make an appointment for a 50-minute session, call 613-520-2600, ext. 1125, or visit in person at the Learning Support Services Desk on the 4th floor of the MacOdrum Library.

Learning Support Services (LSS): LSS offers students a variety of free services, including academic skills workshops and information sessions, and individualized assistance in the form of a tutor referral service and a supportive staff of Peer Helpers. To learn more about these services, visit LSS on the 4th floor of the MacOdrum library, contact them by phone at (613) 520-2600, x.1125, or visit [online](#).

Foot Patrol: The Foot Patrol is a student-run, volunteer-based service available to Carleton students, free of charge. Its patrollers will escort you safely to your destination, whether on or off campus (provided that it is within 30-minutes' walking distance of campus). For more information, visit [online](#). To register for a Safe-Walk, call 613-520-4066 or visit in person at 426 UC.

Accommodations: You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

- **Pregnancy obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#).
- **Religious obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#).
- **Academic Accommodations for Students with Disabilities:** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the [PMC website](#) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

CLASS SCHEDULE:**Early Summer**

Date	Readings	Other Topics, Important Dates
May 4	(Start reading Swift, <i>Gulliver's Travels</i>)	Introductions, course syllabus, academic integrity
May 6	"Introduction to the Restoration and the Eighteenth Century"; "Contexts: Mind and God, Faith and Doubt"; my notes on essay writing (cuLearn)	Essay writing
May 11	Daniel Defoe, excerpts from <i>Robinson Crusoe</i> ; Jonathan Swift, <i>Gulliver's Travels</i>	1st Writing Portfolio assignment due
May 13	Swift, <i>Gulliver's Travels</i> , con't; my notes on MLA style (cuLearn)	MLA style *May 15: Last day for registration and course changes for full summer courses
May 18	(Start reading Horace Walpole, <i>The Castle of Otranto</i>)	***Stat holiday; no class or office hours***
May 20	Alexander Pope, excerpts from <i>An Essay on Man</i> & "Epistle 4: To Richard Boyle, Earl of Burlington"	2nd Writing Portfolio assignment due Researching literary topics *May 22: Last day to withdraw from full summer courses with a full fee adjustment
May 25	Pope, "Epistle 4," con't; Mary Leapor, "Crumble Hall"	In-class exercise: peer review for Writing Portfolio #3
May 27	Oliver Goldsmith, "The Deserted Village"; Samuel Johnson, excerpt from "The Life of Alexander Pope"	3rd Writing Portfolio assignment due
June 1	Horace Walpole, <i>The Castle of Otranto</i> ; "In Context" sections on "The Origins of <i>The Castle of Otranto</i> " & "Reaction to <i>The Castle of Otranto</i> "	
June 3	"The Age of Romanticism"; "Contexts: The French Revolution and the Napoleonic Era"	*June 5: Last day to submit, to the Paul Menton Centre, Formal Examination Accommodation Forms for June examinations.
June 8	William Wordsworth, excerpts from the Preface to <i>Lyrical Ballads</i> & "Lines Written a Few Miles above Tintern Abbey"	
June 10	Samuel Taylor Coleridge, "Kubla Khan" & <i>The Rime of the Ancient Mariner</i>	
June 15		Research Essay #1 due Review & catch up *June 16: Last day of early summer classes
June 19–25	(After the midterm exam, start reading Mary Shelley, <i>Frankenstein</i>)	Midterm Exam Exam period

Late Summer

Date	Readings	Other Topics, Important Dates
July 6	Anna Laetitia Barbauld, "Eighteen Hundred and Eleven"; Percy Shelley, "England in 1819" & "Ode to the West Wind"	
July 8	Lord Byron, <i>Manfred</i> ; Mary Shelley, <i>Frankenstein</i>	
July 13	Shelley, <i>Frankenstein</i> , con't	Writing-related activity, TBD in consultation with class
July 15	"The Victorian Era"; "Contexts: Work and Poverty"	
July 20	Charles Darwin, excerpts from <i>On the Origin of the Species</i> & <i>The Descent of Man</i> ; Lord Tennyson, <i>In Memoriam A. H. H.</i>	
July 22	Tennyson, <i>In Memoriam A. H. H.</i> , con't	*July 24: Last day to submit, to the Paul Menton Centre, Formal Examination Accommodation Forms for June examinations.
July 27	Robert Browning, "Fra Lippo Lippi"; Matthew Arnold, "Stanzas from the Grande Chartreuse"	In-class exercise: peer review for Writing Portfolio #4
July 29	Arnold, "Dover Beach"; Thomas Hardy, "Hap" & "The Darkling Thrush"	4th Writing Portfolio assignment due Writing-related activity, TBD in consultation with class
Aug. 3	(Start reading Joseph Conrad, <i>Heart of Darkness</i>)	***Stat holiday; no class or office hours***
Aug. 5	Excerpts from "The Early Twentieth Century: From 1900 to Mid-Century"; Virginia Woolf, "Modern Fiction"	
Aug. 10	Joseph Conrad, <i>Heart of Darkness</i>	
Aug. 12	Conrad, <i>Heart of Darkness</i> , cont'; T. S. Eliot, "The Lovesong of J. Alfred Prufrock"	
Aug. 14 (Friday)		Research Essay #2 due 5th Writing Portfolio assignment due Review & catch up *Aug. 14: Last day of early summer classes. Classes follow the Monday schedule. Last day for academic withdrawal from full summer courses
Aug. 17-23		Final Exam Exam period