

**Carleton University  
Fall/Winter 2017-18  
Department of English**

**ENGL 3502B: British Literature from 1700-1914**

**Prerequisites: 3<sup>rd</sup>-year standing or permission of the department**

**W/F / 2:30-4:00**

**Location: *Please confirm location on Carleton Central***

**Instructor: Janice Schroeder**

**Email: [janice.schroeder@carleton.ca](mailto:janice.schroeder@carleton.ca)**

**Office: 1924 Dunton Tower**

**Phone: use email**

**Office Hours: Wednesdays, 1-2:30 or by appointment**

*Carleton University is located on unceded Algonquin territory.*



## Course Description

British literature from 1700-1914 is the literature of the Industrial Revolution. Much of this writing describes the human and environmental costs of rapid urbanization, land enclosures, and the mass production of consumables. It also documents the origins of environmentalism and ecological awareness. From eighteenth-century experimentation with pastoral poetry, to the

Romantic “nature poets” and their “discovery” of the natural world as a source of self-knowledge, to the feminization of land as “vulnerable” and in need of “protection,” to “waste literature” of the urban slums, to the de-centering of the human in Charles Darwin’s theories of evolution, to fin-de-siècle literature of global-imperial crisis, scholars are increasingly coming to regard the literary writing of this period as some of the most significant evidence we have of the human shaping of “nature” and the natural shaping of the “human.” This course explores these themes by introducing students to a range of British literary and cultural texts in a range of genres from the 18<sup>th</sup> century through the Romantic, Victorian, and pre-war periods. It also offers practice in basic methodologies of literary study, research, and the writing process.

## Course Objectives

- To introduce you to a sample of British literature between approximately 1700 and 1914
- To develop an understanding of the social and cultural contexts that informed this literature, and how literature in turn shaped those contexts
- To introduce you to a relatively even coverage of literary genres
- To develop skills for analyzing and writing about literary texts
- To improve your skills and confidence in oral discussion
- To improve your research and essay writing skills

## Text List

Broadview Custom Anthology (Broadview)—mandatory edition  
Daniel Defoe, *A Journal of the Plague Year* (Penguin)  
Mary Prince, *The History of Mary Prince* (Penguin)  
Elizabeth Gaskell, *North and South* (Oxford)  
Bram Stoker, *Dracula* (Broadview)

Required texts are available at **Haven Books, 43 Seneca (at Sunnyside – 613-730-9888)**

## Writing Attentiveness

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 language of the primary texts under study, unpacking that language to show how they advance a point being made;
  - engage closely with the arguments and language of the secondary texts,
  - document all sources using proper MLA style.

## Teaching Approach

I teach this course using a combination of lecture, discussion, and in-class writing assignments. Come to class prepared to share your thoughts about the readings during class discussion or in small “think-pair-share” groups. In-class writing assignments are designed to help you articulate your responses to the reading material, to practice writing, and to develop skills related to the learning outcomes of the course. I strongly believe in writing as process that begins in the classroom. Everyone in this class, including me, is learning how to be a better interpreter of literary texts. I encourage a safe, respectful learning environment.

## Course Assignments

The following assignments are **mandatory**. You must complete all of them in order to receive a grade for the course. You cannot pass the course if you do not complete all of the assignments.

- Two 3-page response essays, 1 per term (10% each)
- Two essay process journals in preparation for research essays (5% each)
- Two 8-page research essays, due end of term (15% each)
- In-class test, first term (10%)
- Final exam, second term: (20%)
- Participation/attendance/in-class writing exercises: (10%)
- Attendance at **one** campus or community event/teach-in/public lecture/film screening etc. on climate change, sustainability, etc. You will be required to post a short description of the event and your responses to it on a discussion board on cuLearn. This assignment is ungraded but you must complete it in order to pass the course. Please visit Carleton Climate Commons for a calendar of events taking place on and off campus. <https://carleton.ca/climatecommons/>

### Participation and Attendance

Class participation will be evaluated as follows:

- Did you attend class regularly?
- Did you read the assigned texts before class?
- Did you complete in-class writing assignments\* satisfactorily?
- Did you arrive with questions and comments about the reading?
- Did you respond to or engage with other students in class discussion?
- Did other students and/or the professor learn from your contributions?

\*In-class writing assignments will take a variety of forms. They may be close reading assignments, impromptu 5-minute essays, learning self-assessments, lecture talk-backs, meetings with your writing, and/or small-group discussion papers. There may even be a reading quiz once in a while. I have a bunch of tricks up my sleeve, and all of these mini in-class assignments will factor into your participation grade, which will be an easy 10% for you if you show up regularly and prepared to work.

**Class attendance** is mandatory. I take attendance at the beginning of every class. If you arrive to class late and/or forget to sign the attendance sheet, it will appear as an unexplained absence on your record. Regular attendance is a crucial component of your participation grade. If you don't show up to class, you are not participating, and therefore not completing one of the assignments. You must complete all of the assignments in order to pass the course. Spotty attendance and/or serial absences will result in an email from me and a request for a meeting. If there is no pattern of improvement after our meeting, you will receive a grade of zero on the participation assignment for the fall term. Five absences or more will lead to a remedial writing assignment which you will be required to complete if you want to pass the course.

It is extremely important that you come to class *prepared*: this means **bringing the textbook to class with you**, and questions/comments for discussion. I do regular spot checks to see who has the text in front of them in class.

### **Writing Assignments**

There will be three formal writing assignments per term.

1. A three-page response essay will ask you to develop an argument about a primary text in conjunction with a pre-assigned journal article or book chapter.
2. An 8-page research essay will require you to do your own secondary research and provide a list of works cited. I will distribute a set of prompts for the research essays.
3. Your research essay must be accompanied by an essay process journal—a detailed account of your writing and research process that you are encouraged to work on throughout the term and submit before the writing workshops at the end of term.

Details on these assignments will be circulated separately and discussed in class well before the assignment deadlines.

I will post a document on cuLearn giving you an idea of what I look for on essay assignments (a grading rubric).

### **MLA**

The MLA is the Modern Language Association, an international organization founded to promote the study and teaching of language and literature. The MLA publishes the *MLA Handbook for Writers of Research Papers*, now in its 8th edition. This book is our format bible and will be essential for you not only in this course but in all your English courses. It teaches you how to do things like present names and titles of works correctly, quote from sources, prepare a works cited list at the end of your paper, and use, evaluate, and document online sources. If you haven't already picked up a copy of the *MLA Handbook*, I **strongly encourage you** to do so. It is not available online. However, the Purdue Online Writing Lab (OWL) offers a helpful overview of the basics of MLA style requirements. (Google Owl English Purdue MLA.) The MacOdrum Library also has resources on its website. Many/most databases, including JStor, also provide you with the correct journal article citation format for works cited lists in a separate tab.

We will have a brief in-class session on the basics of MLA in the fall term. Do not come to me at the last minute with questions about MLA style for your works cited list before an assignment is due. I am not the MLA. When you are in doubt, especially in the case of an unusual source, use your best judgment using the resources at your disposal and keep it consistent. The information is out there in multiple places and it is *your responsibility* to track it down and use it correctly. That is part of the assignment.

**Assignment Submission:** Your response essay, essay process journal, and research essay must be submitted via hard copy. In-class writing assignments must be completed and submitted **in class, no exceptions**.

**Late assignments:** For the essays, everyone gets a bank of 4 penalty-free days **per term** (“grace days”). A “day” is the 24-hour period that begins at 4:00 p.m. on the day the assignment is due in

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

- Note that the grace days apply only to the essays and **not** the essay process journals, which are due in hard copy to me on November 24 and March 28.
- I will keep track of your use of grace days by recording the date on which you submit your assignments, but you are also responsible for keeping track of the number of grace days you have left to use.
- If time is of the essence and you want to submit your paper to put a stop to using any further grace days, you need to save your essay as a PDF and email it to me, then print up a duplicate copy and submit it ASAP (either via the department drop box, office hours, or in class) since we can't begin marking until the paper version is in hand. Note that the electronic and paper versions you submit must be **exact** duplicates; if there are any differences, I treat the day you submit the paper copy as the day you submitted the essay.

## Course Policies

### Electronics Policy

**No laptop computers, cell phones, or e-readers are permitted in class. Please note that our classroom will be computer and device-free.** Each week, two students will volunteer to take notes (on a laptop) for the entire class. Their notes will be posted on cuLearn after every class or by the end of each week. I need about four to six volunteers who can take notes on a rotational basis. Please speak to me after class or e-mail me if you are interested. The only other students who will be permitted to use laptops will be those who have permission from the Paul Menton Centre. Otherwise, any students who want to take notes in class are more than welcome to use pen and paper. All you should have with you in class is the print version of the text we are discussing that day and paper/pen for notetaking. I have had this policy in place for a couple of years and have received few complaints about it. I find the quality of class engagement is significantly higher when we don't have the distraction of multiple screens in the classroom.

### Course Copyright

I would like to remind you that my lectures and course materials, including power point presentations, outlines, and similar materials, are protected by copyright. I am the exclusive owner of copyright and intellectual property in the course materials. You may take notes and make copies of course materials for your own educational use. You may not and may not allow others to reproduce or distribute lecture notes and course materials publicly for commercial purposes without my express written consent.

### 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 stipulated requirements the prescribed timelines, or if you have failed to comply with the attendance policy, you will fail the entire course.

### **Contacting me**

I am available during my **office hour on Wednesdays from 1:00-2:30** to discuss any aspect of the course. If this time conflicts with your schedule, I would be happy to schedule an appointment with you. Because of my childcare responsibilities, I am not available for meetings after class on Wednesdays and Fridays.

### **Email**

I am available on email and I usually respond promptly. If I email you directly with a question or a concern, I expect you to respond. Please do not send long-winded emails explaining why you were unable to attend class.

### **Etiquette**

*Never* ask me to bring you up to speed on material we covered in class; it is your responsibility to attend class and/or consult the notes posted on cuLearn for any classes you miss. You may address me in your emails, and in person as Jan, Professor Schroeder, or Dr. Schroeder.

**Friend me on my professional Facebook account (optional).** I will email you a link to my profile. I will accept your friend request, then immediately unfollow you. I will only post interesting, fun material related to the course, and you are welcome and encouraged to post as well (keep it appropriate).

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

### **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 12](#) of the Academic Regulations described in the Undergraduate Calendar and Carleton's [Academic Integrity Policy](#).

## 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 4<sup>th</sup> 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 4<sup>th</sup> 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.

**Carleton Health and Counselling Services:** Provides outpatient medical services and confidential personal counselling services. Students can self-refer to counselling. For more information visit <http://carleton.ca/health/> or call 613-520-6674.

**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](mailto: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).

## 3502B Reading Schedule Fall Term

- **I recommend that you read the head notes in the anthology to all the texts we are studying this term, as well as the introductions in the separate editions.**
- **The reading schedule is subject to minor changes, which will be announced ahead of time.**

### **Wednesday, September 6**

Welcome and orientation

### **Friday, September 8**

Introduction to the course

Skim “The Restoration and the Eighteenth Century”

“The Age of Romanticism”

“The Victorian Era”

### **Wednesday, September 13**

William Blake, “The Ecchoing Green”

“The Lamb”

“The Tyger”

“London”

### **Friday, September 15**

Alexander Pope, from “Windsor Forest”

“Ode on Solitude” (in class)

Matthew Green, from “The Spleen” (in class)

### **Wednesday, September 20**

Goldsmith, from “The Deserted Village”

### **Friday, September 22**

Stephen Duck, “The Thresher’s Labour”

Mary Collier, “The Woman’s Labour”

### **Wednesday, September 27**

William Wordsworth, “Tintern Abbey”

### **Friday, September 29**

William Wordsworth, “Nutting”

“Lines Composed Upon Westminster Bridge”

**Wednesday, October 4**

William Wordsworth, "Preface to the Lyrical Ballads"  
Dorothy Wordsworth, from "Grasmere Journals"

**Friday, October 6**

Dorothy Wordsworth, "Grasmere, A Fragment"

+ Essay Writing: A Refresher

**Wednesday, October 11**

Edmund Burke and William Gilpin on "The Sublime" and "The Picturesque" (ARES)

+ Response essays due

**Friday, October 13**

Samuel Taylor Coleridge, "The Rime of the Ancient Mariner"

**Wednesday, October 18**

Coleridge, "Rime"

**Friday, October 20**

Daniel Defoe, *A Journal of the Plague Year* (excerpts)

Jan will be away at a conference on this day. Instructor TBA.

**Wednesday, October 25**

Fall break; no class

**Friday, October 27**

Fall break; no class

**Wednesday, November 1**

Defoe, *A Journal of the Plague Year* (excerpts)

**Friday, November 3**

Daniel Defoe, *A Journal of the Plague Year* (excerpts)

+ Research skills and resources for essay writers

**Wednesday, November 8**

John Clare, "Remembrances"  
"The Badger"

**Friday, November 10**

Percy Shelley, "Ozymandias"  
Alfred Tennyson, "The Kraken"

**Wednesday, November 15**

Contexts: Work and Poverty (selections)  
Richard Hengist Horne, "Children in the Mines"

Jan may be away at a conference on this day. Instructor TBA.

**Friday, November 17**

In-class test

Jan will be away at a conference on this day. Instructor TBA.

**Wednesday, November 22**

Charles Dickens, "A Nightly Scene in London"  
Henry Mayhew, "The Watercress Seller"

**Friday, November 24**

Mary Prince, *The History of Mary Prince*

+ Essay process journals due

**Wednesday, November 29**

Mandatory in-class writing workshop

**Friday, December 1**

Prince, *The History of Mary Prince*

+ Know Your MLA

**Wednesday, December 6**

Prince, *The History of Mary Prince*

+ Research essays due

**3502B Reading Schedule  
WinterTerm**

**Wednesday, January 10**

Robert Browning, "My Last Duchess"

**Friday, January 12**

Augusta Webster, "A Castaway"

**Wednesday, January 17**

"A Castaway"

**Friday, January 19**

Elizabeth Gaskell, *North and South*

+ A meeting with your writing

**Wednesday, January 24**

*North and South*

**Friday, January 26**

*North and South*

**Wednesday, January 31**

*North and South*

**Friday, February 2**

*North and South*

**Wednesday, February 7**

Charles Darwin, from *The Origin of Species*

+ Polishing your writing: common errors, passive voice, etc.

**Friday, February 9**

From *The Origin of Species*

**Wednesday, February 14**

Matthew Arnold, "The Function of Criticism at the Present Time"

**Friday, February 16**

Matthew Arnold, "The Scholar Gypsy"

+ Response essays due

**Wednesday, February 21**

Winter break; no class

**Friday, February 23**

Winter break; no class

**Wednesday, February 28**

Bram Stoker, *Dracula*

**Friday, March 2**

*Dracula*

**Wednesday, March 7**

*Dracula*

**Friday, March 9**

*Dracula*

+ A meeting with your writing

**Wednesday, March 14**

Christina Rossetti, "Goblin Market"

**Friday, March 16**

Rossetti, "Goblin Market"  
"After Death"

**Wednesday, March 21**

John Ruskin, "The Storm Cloud of the Nineteenth Century"

**Friday, March 23**

Arthur Conan Doyle, "A Scandal in Bohemia"

**Wednesday, March 28**

"A Scandal in Bohemia"

+ Essay process journals due

**Friday, March 30**

Statutory holiday; no class

**Wednesday, April 4**

Writing workshop

**Friday, April 6**

Course review in preparation for the final exam

Learning self-assessment

Course evaluation

**Wednesday, April 11**

Final essays due in class