

**Carleton University  
Department of English  
Fall and Winter 2016-2017**

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

Tuesdays and Thursdays, 1:05-2:25pm  
*Location: Please confirm on Carleton Central*

Prerequisite: ENGL 2300 or permission of the Department

Instructor: Jan Schroeder (Fall)	Office: 1917 DT
Email: <a href="mailto:Janice.Schroeder@carleton.ca">Janice.Schroeder@carleton.ca</a>	Office hours: Thurs. 11:00am-12:00pm

Instructor: Dr. Morgan Rooney (Winter)	Office: TBD
Email: <a href="mailto:morgan.rooney@carleton.ca">morgan.rooney@carleton.ca</a>	Office Hours: TBD

**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 Custom Anthology
2. Mary Prince, *The History of Mary Prince* (Penguin, ed. Sara Salih, 2004)
3. Charlotte Brontë, *Jane Eyre*, ed. Richard Nemesvari (Peterborough: Broadview, 1999)
4. Jonathan Swift, *Gulliver's Travels*, ed. Allan Ingram (Peterborough: Broadview Press, 2012)
5. Horace Walpole, *The Castle of Otranto*, ed. Frederick S. Frank (Peterborough: Broadview Press, 2003)

Required texts are available at **Haven Books, 43 Seneca (at Sunnyside – 613-730-9888)**. For the fall term, one other required reading is available on Carleton library's ARES

system (see Thursday, October 20); for the winter, any additional readings will be available directly via cuLearn.

You will also require access to a style manual (the *MLA Handbook* [2<sup>nd</sup> 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* [2<sup>nd</sup> floor reference, PE 1408. T6965 2007], Don LePan's *Broadview Book of Common Errors in English* [2<sup>nd</sup> floor reserves, PE 1460. L46 2003], or John C. Hodges et al.'s *Harbrace College Handbook for Canadian Writers* [2<sup>nd</sup> floor reference, PE 1112. H37 1994]), and a dictionary of literary terms (J. A. Cuddon's *Dictionary of Literary Terms and Literary Theory* [2<sup>nd</sup> 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.

### What is the 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, but we'll be using the 7<sup>th</sup> edition, at least in Term 1. 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* you are **strongly** urged to do so. It is not available online. However, this website offers a helpful overview of the basics of MLA style: <https://owl.english.purdue.edu/owl/resource/747/01/> and the MacOdrum Library also has resources on the library website.

### EVALUATION:

#### Term 1

**All of the assignments are mandatory. You must complete all of them in order to receive a grade for the course.**

Assignment	Percentage	Due Date
Participation and in-class writing assignments	5%	Ongoing—random days & times
4-page response essay with pre-assigned secondary article	10%	October 13
8-page research essay + essay process journal	15 + 5%	November 29 and December 8
December exam	15%	TBA

Term 2

**All of the assignments are mandatory. You must complete all of them in order to receive a grade for the course.**

Assignment	Percentage	Due Date
Pop Quizzes (best 3 of 4, 3.33% each)	10%	Random days & times
Writing Portfolio (3 assignments, 2-4% per)	10%	Jan. 24 <sup>th</sup> , Feb. 16 <sup>th</sup> , & Mar. 7 <sup>th</sup> /9 <sup>th</sup>
Research Essay	15%	March 30 <sup>th</sup>
Final Exam	15%	TBA

**TEACHING APPROACH**Professor Schroeder:

I teach this course through 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.

Professor Rooney:

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 you opportunities to practice and develop the skills and content mastery announced in the 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:**

**The following policies apply specifically to Term 1; Term 2 policies will be circulated in the fall and will be identical or very similar to the ones outlined here for Term 1. Be advised that we have separate (but very similar) grading rubrics, a slightly different assignment structure, and use cuLearn differently. However, our course objectives and learning outcomes and our course policies related to things like attendance and late submission of assignments are the same.**

Term 1:

This course is a combination of lecture, discussion, and in-class writing.

**PARTICIPATION AND ATTENDANCE:**

Class participation will be evaluated as follows:

- Did you attend class regularly?
- Have you read the assigned texts?
- 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?

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.

\*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, 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 5% for you if you show up regularly and prepared to work.

**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. These notes will be posted on cuLearn and extra credit will be given to volunteers at the end of term. 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. In

other words, 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.

### **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.

### **Writing Assignments**

There will be three formal writing assignments in Term 1.

1. A four-page response essay will ask you to develop an argument about a primary text in conjunction with an 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.

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).

**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 two essays, everyone gets a bank of 4 penalty-free days (“grace days”). A “day” is the 24-hour period that begins at 2:30 p.m. on the day the assignment is due in class. 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.

- Note that the “grace days” applies only to the essays and **not** the essay process journal, which is due in hard copy to me on November 29.
- 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 the instructor, then print up a duplicate copy and submit it ASAP (either via the

department drop box, office hours, or in class) since s/he 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, we treat the day you submit the paper copy as the day you submitted the essay.

**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 Thursdays from 11:00am-12:00pm** to discuss any aspect of the course. If this time conflicts with your schedule, I would be happy to schedule an appointment. I will also be available for brief chats after class on Tuesdays and Thursdays.

**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. *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.** I will email you a link to my profile.

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

### **SUPPORT SERVICES & ACCOMMODATIONS:**

**The Centre for Student Academic Support:** The [Centre for Student Academic Support](#) offers students a variety of free services, including one-on-one, personalized assistance with academic writing, 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 make an appointment or learn more about these services, call 613-520-2600, ext. 1125, or visit in person at the Centre for Student Academic Support on the 4<sup>th</sup> floor of the MacOdrum Library.

**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](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*). **Requests made within two weeks will be reviewed on a case-by-case basis.** After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website ([www.carleton.ca/pmc](http://www.carleton.ca/pmc)) for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

### 3502 B Reading Schedule

#### Fall Term

**I recommend that you read the introductions to all the authors and texts we are studying this term.**

- Thursday, Sept. 8** Course requirements and orientation
- Tuesday, Sept. 13** Introductory lecture  
*Before class, please skim “The Age of Romanticism” and “The Victorian Era” in the anthology.*
- Thursday, Sept. 15** William Blake, “The Lamb” and “The Tyger”
- Tuesday, Sept. 20** William Wordsworth, “Tintern Abbey”
- Thursday, Sept. 22** “Tintern Abbey”  
William Wordsworth, “Preface to the Lyrical Ballads”
- Tuesday, Sept. 27** Dorothy Wordsworth, “Grasmere: A Fragment”
- Thursday, Sept. 29** Samuel Taylor Coleridge, “Rime of the Ancient Mariner”
- Tuesday, Oct. 4** “Rime of the Ancient Mariner”  
**+ Essay writing: a refresher**
- Thursday, Oct. 6** Mary Prince, *The History of Mary Prince*
- Tuesday, Oct. 11** *The History of Mary Prince*
- Thursday, Oct. 13** Percy Shelley, “A Defense of Poetry”  
**Response essays due in class**
- Tuesday, Oct. 18** William Blake, “The Chimney Sweeper” (Innocense and Experience)

- Thursday, Oct 20** Henry Mayhew, “Watercress Girl”  
Charles Dickens, “A Nightly Scene in London” (Available on ARES)
- Tuesday, Oct. 25** Fall break; classes suspended
- Thursday, Oct. 27** Fall break; classes suspended
- Tuesday, Nov. 1** Charlotte Brontë, *Jane Eyre*
- Thursday, Nov. 3** *Jane Eyre*
- Tuesday, Nov. 8** *Jane Eyre*
- Thursday, Nov. 10** *Jane Eyre*  
**+ Research skills & resources for essay writers in English**
- Tuesday, Nov. 15** Robert Browning, “My Last Duchess”
- Thursday, Nov. 17** Augusta Webster, “A Castaway”
- Tuesday, Nov. 22** “A Castaway”
- Thursday, Nov. 24** Oscar Wilde, “The Importance of Being Earnest”  
**+ Know Your MLA**
- Tuesday, Nov. 29** “The Importance of Being Earnest”  
**Essay process journals due in class**
- Thursday, Dec. 1** Arthur Conan Doyle, “A Scandal in Bohemia”
- Tuesday, Dec. 6** **Essay writing workshop**
- Thursday, Dec. 8** **Term review**  
**Research essays due in class**

## 3502 B Reading Schedule

### Winter Term

Readings for a given date are to be completed *in advance of* that day's class meeting. Be sure, too, to read the introductions to all authors and works we are scheduled to cover this term.

Date	Readings	Other Topics, Important Dates
Thurs., Jan. 5		Introductions, course syllabus, academic integrity
Tues., Jan. 10	"Introduction to the Restoration and the Eighteenth Century" ( <i>BABL</i> , pp. xxxiii-lxix)	
Thurs., Jan. 12	"Contexts: Mind and God, Faith and Science" ( <i>BABL</i> , pp. 143-95); sample student essay on cuLearn	<u>In-class activity #1</u> : Exemplar Paper review
Tues., Jan. 17	Daniel Defoe, excerpts from <i>Robinson Crusoe</i> ( <i>BABL</i> , pp. 308-35)	
Thurs., Jan. 19	Eliza Haywood, <i>Fantomina</i> & "In Context" sections on "The Eighteenth-Century Sexual Imagination" ( <i>BABL</i> , pp. 630-50)	
Tues., Jan. 24	Haywood, <i>Fantomina</i> , con't	<b>1<sup>st</sup> Writing Portfolio assignment due</b>
Thurs., Jan. 26	Jonathan Swift, <i>Gulliver's Travels</i> ; additional readings, if required, TBD	<u>In-class activity #2</u> : writing related activity, TBD in consultation with class
Tues., Jan. 31	Jonathan Swift, <i>Gulliver's Travels</i> , con't;	*Last day to withdraw from the winter portion of fall/winter courses with a full fee adjustment
Thurs., Feb. 2	Jonathan Swift, <i>Gulliver's Travels</i> , con't;	
Tues., Feb. 7	Alexander Pope, "Essay on Criticism" ( <i>BABL</i> , full online version, pp. 1-11)	
Thurs., Feb. 9	Pope, "Essay on Criticism," con't; Alexander Pope, excerpts from "Essay on Man" ( <i>BABL</i> , pp. 575-83)	
Tues., Feb. 14	Pope, excerpts from "Essay on Man," con't; additional readings, if required, TBD	<u>In-class activity #3</u> : writing related activity, TBD in consultation with class
Thurs., Feb. 16	Pope, "Epistle to Burlington" ( <i>BABL</i> , pp. 597-601)	<b>2<sup>nd</sup> Writing Portfolio assignment due</b>
Feb. 21 & 23		<b>***Reading Week, Feb. 20 – 24—no class or office hours***</b>
Tues., Feb. 28	Pope, "Epistle to Burlington," con't; Mary Leapor, "Crumble Hall" ( <i>BABL</i> , pp. 900-02);	
Thurs., Mar. 2	Leapor, "Crumble Hall," con't	

Tues., Mar. 7	Stephen Duck, "The Thresher's Labour" ( <i>BABL</i> , pp. 891-94)	<u>In-class activity #4</u> : peer review for 3 <sup>rd</sup> Writing Portfolio assignment
Thurs., Mar. 9	Duck, "The Thresher's Labour," con't; Mary Collier, "The Woman's Labour" ( <i>BABL</i> , pp. 894-97)	<b>3<sup>rd</sup> Writing Portfolio assignment due</b> *Mar. 10: Last day to submit, to the Paul Menton Centre, Formal Examination Accommodation Forms for April examinations.
Tues., Mar. 14	Collier, "The Woman's Labour," con't	
Thurs., Mar. 16	Thomas Gray, "Elegy Written in a Country Churchyard" ( <i>BABL</i> , pp. 807-09)	
Tues., Mar. 21	Gray, "Elegy Written in a Country Churchyard," con't; Oliver Goldsmith, "The Deserted Village" ( <i>BABL</i> , pp. 872- 78)	
Thurs., Mar. 23	Goldsmith, "The Deserted Village," con't	<u>In-class activity #5</u> : Essay Q&A
Tues., Mar. 28	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> " ( <i>BABL</i> , online version, pp. 48-52)	
Thurs., Mar. 30	Walpole, <i>The Castle of Otranto</i> , con't	<b>Research Paper due</b>
Tues., Apr. 4		Review & catch up
Thurs., Apr. 6		Review & catch up *Apr. 7: Last day of winter term classes; last day for academic withdrawal from fall/winter term courses
Apr. 10 – 25		<b>Final Exam—date TBD</b> Exam period