

| Course ID: | Course Title: | Winter 2018 | |
|------------|---|----------------------|-------------------------------------|
| EN 220b | Representative Literary Works: Romanticism to the Present | Prerequisite: | EN 115 (co-requisite for EN majors) |
| | | Credits: | 3 |

| Class Information | | Instructor Information | | Important Dates | |
|----------------------|----------------------------------|------------------------|--|--|--------------|
| Days: | Wed/Fri | Instructor: | Elizabeth Gripping, BA (English), MA (English), CELTA | First day of classes: | Thu, Jan. 4 |
| Time: | 11:15 a.m.-12:30 p.m. | Email: | egripping@ambrose.edu | Last day to add/drop, or change to audit: | Sun, Jan. 14 |
| Room: | A1085-2 | Phone: | 403.410.2000 x5904 | Last day to request revised exam: | Mon, Mar. 5 |
| Lab/Tutorial: | NA | Office: | L2060 | Last day to withdraw from course: | Fri, Mar. 16 |
| Final Exam: | Monday, April 16, 1:00-4:00 p.m. | Office Hours: | Friday, 1:00-2:15 p.m. or by appointment | Last day to apply for coursework extension: | Mon, Mar. 26 |
| | | | | Last day of classes: | Wed, Apr. 11 |

Course Description

This course extends the examination, begun in EN 220a, of the English literary tradition as it spreads to North America and other English-speaking nations. EN 220b starts with the Romantic period, approximately the 1780s, and carries its analysis of literature to the present day. A continued emphasis will be placed on improving reading and writing skills.

Expected Learning Outcomes

Students who participate in this course with diligence and curiosity will gain a greater understanding of literary history from the late eighteenth-century to the present. Upon completing this course, students will be able to

- recognize major literary figures from the periods under study and explain key themes in their writings;
- identify and explain the characteristics of the key literary periods covered by the course, especially romanticism, the Victorian Age, modernism, and postmodernism;
- describe the connections between history, culture, and literature throughout each period under investigation;
- recognize and explain key literary genres and terms relevant to the texts studied (e.g., science fiction, point of view, lyric poem);
- and identify and explain major themes in the texts studied, including themes of gender, labour, the nation, colonialism, and the environment.

Students will also develop their communication skills through assignments and in-class discussion. In particular, they will practice

- finding trustworthy sources, understanding them, and engaging with them in a critical fashion;
- reading literary texts closely, with good attention to detail;
- developing persuasive arguments about literary texts;
- working through the stages of the writing process; and
- writing not only correctly but also with a sense of style.

Textbooks

Greenblatt, Stephen, et al, editors. *The Norton Anthology of English Literature*. Vol. D, E, and F. 9th ed. Norton, 2012. ISBN: 9780393913019.

Shelley, Mary. *Frankenstein; Or, The Modern Prometheus*. 1818. 3rd ed., edited by D. L. Macdonald and Kathleen Scherf, Broadview, 2012. ISBN: 9781554811038.

Wharton, Thomas. *Icefields*. NeWest, 1995. ISBN: 978-0920897874.

Course Schedule

Please see the proposed course schedule below.

Requirements

Grading

I strive to grade fairly and accurately. In particular, I avoid inflating grades: grade inflation devalues excellent work and, thus, undermines the entire assessment system. Instead, I uphold a high standard of excellence, one that encourages students to do their best work and rewards them accordingly.

Academic Integrity

As noted by the International Center for Academic Integrity, academic integrity is more than just citing your sources; it involves honesty, trust, fairness, respect, responsibility, and courage. (See <http://www.academicintegrity.org/icai/resources-2.php>.) As Ambrose is a Christian university, these values are all the more important. As your instructor, I commit to live by them, and I ask that you will, too. In particular, please note the following expectations:

- Academic dishonesty in any of its forms will not be tolerated. For more information, please see the fine print at the end of this syllabus. All instances of academic dishonesty will be forwarded to the Dean of Arts and Science.
- I will use Turnitin, a plagiarism-detection software, to scan all submitted assignments for signs of plagiarism.
- Students may not submit work done for another class.

Attendance and Participation

Good learning requires active engagement. To get the most of this class, students should attend class consistently and punctually and participate regularly. Good participation involves the following:

- Please be in class, and please be punctual. Unexcused absences and late arrivals will negatively affect not only your comprehension of course content but also your participation grade. If you miss a class, it is your responsibility to borrow notes from a fellow student and to acquire any handouts.
- Class periods will involve a great deal of discussion, and students will benefit most if they have read the relevant texts; thus, students should complete all assigned readings before the appropriate class. Students should also bring a copy of each reading to each class. If the reading is posted on Moodle, please print and bring it.

- Students can demonstrate engagement by listening carefully to others, contributing their ideas to class discussion, and visiting me during office hours. When participating in discussion, students should always show respect to others.
- A substantial amount of research suggests that computer use can decrease student learning; thus, I discourage the use of computers in class, except for those with special needs. In such cases, please speak to me.

Assignments

In this course, students will receive grades for class participation and coursework as indicated in the following table.

| Assignment | Length | Weight | Date |
|------------------------------|-----------|--------|------------------|
| Exploration Assignment 1 | 1-2 pages | 5% | 2 February 2018 |
| Exploration Assignment 2 | 2-3 pages | 5% | 21 March 2018 |
| Annotated Bibliography | 2-3 pages | 10% | 16 March 2018 |
| Essay 1 | 3-4 pages | 15% | 16 February 2018 |
| Essay 2 | 4-5 pages | 15% | 6 April 2018 |
| Midterm Examination | | 15% | 2 March |
| Final Examination | | 25% | 16 April 2018 |
| Attendance and Participation | | 10% | NA |
| Ambrose Citizenship (BONUS!) | | 2% | NA |
| | | 100% | |

I have designed these assignments to build on each other: exploration assignment one will prepare you to write essay one, and exploration assignment two, in conjunction with the annotated bibliography, will prepare you to write essay two. Similarly, the midterm exam will help you to prepare for the final exam.

As noted above, you may earn bonus marks for this course by demonstrating good citizenship in the Ambrose community. You have three choices:

- Attend the workshop on research—So(u)rcery, Part II: Using Your Sources—hosted by the writing centre.
- Attend the workshop on reading skills—Every Trick in the Book: Academic Reading Strategies—hosted by the writing centre.
- Attend at least one session of the Ambrose Research Conference.

I would encourage you to take advantage of this opportunity to develop community, learn, and earn a little extra credit.

As you prepare and submit your assignments, please note the following:

- As we move through the course, I will provide more details about the exploration assignments, annotated bibliography, and essays. For essays, I will provide several suggested topics; however, if you wish, you may select a topic of your own choice, provided you discuss your topic with me in advance.
- As in all serious literature courses, spelling, punctuation, grammar, style, and format are important in all your written work, including exams. Shortcomings in these areas will be reflected in your grades.
- I am *always* strict about the minimum length of an assignment: if I have asked you to write three to four pages, you should have at least three full pages. I am *sometimes* strict about the maximum length but only for pedagogical reasons: in an annotated bibliography, I want you to practice summarizing a source briefly; thus, I expect you to stay within the maximum length given. However, for the essays and exploration assignments, I am much more flexible on maximum length. If you want to write more, by all means, write more. Just make sure you have important things to say: fluff will not improve your grade.

- All assignments should be double-spaced with standard margins (2.54 cm) and should use a standard serif typeface, such as Times New Roman or Garamond, with a size of 12 pt. Also, please staple all pages together.
- All assignments should follow the format and documentation guidelines of the Modern Languages Association. You may use the seventh edition or eighth edition, as you prefer, but please be consistent.
- All assignments are due at 11:00 a.m. on the date specified. Please submit an electronic copy of your paper (in .doc, .docx, or .pdf format) to Moodle at 11:00 a.m. and then bring a printed copy to class at 11:15 a.m.
- Late assignments will be docked 5% for each day that they are late. Submissions more than 7 calendar days late will receive a failing grade.
- To receive a passing grade in the course, students must submit all assignments, quizzes, and exams to the instructor. Missed exams will only be made up if supported by the appropriate documentation (for example, a doctor's note).
- I may grant extensions in exceptional cases; however, the student must request the extension in advance. Please note that technical problems do not provide sufficient grounds for an extension: students should keep back-up copies of all assignments (digital, hard copy, or both) during composition and after submission.

Grade Summary

Assignment grades for EN 220a appear as percentages. Final grades for the course, which will be available on the student registration system at the end of the semester, appear as letter grades. The table below shows the available grades for this course and their equivalents in percentages:

| Letter Grade | Percentage | Description |
|--------------|------------|--------------|
| A+ | 96-100 | Excellent |
| A | 91-95 | Excellent |
| A- | 86-90 | Excellent |
| B+ | 82-85 | Good |
| B | 75-81 | Good |
| B- | 72-74 | Good |
| C+ | 68-71 | Satisfactory |
| C | 63-67 | Satisfactory |
| C- | 60-62 | Satisfactory |
| D+ | 56-59 | Poor |
| D | 50-55 | Minimum Pass |
| F | 0-49 | Failure |

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on the student registration system. Printed grade sheets are not mailed out.

Other

Ambrose Writing Centre

For help with reading, researching, or writing, I would encourage you to visit the Ambrose Writing Centre (<https://ambrose.edu/writingcentre>), where tutors can help you with everything from brainstorming ideas to polishing your grammar. You can book appointments in advance or drop in during regular hours.

Also, check out the writing centre's workshops this term:

1. *So(u)rcery, Part II: Using Your Sources*

You've got a stack of articles and books for your next paper, and you've even read a few. Now what? In this workshop, you will learn about the differences between quoting, paraphrasing, and summarizing (and when to use which strategy) and principles for integrating and citing sources. Please note that this workshop cannot cover the specifics of each citation style. But we will outline some basic principles and show you where to find more information. Date: Tuesday, January 16, 4:00-5:15 p.m.

2. *Every Trick in the Book: Academic Reading Strategies*

Book reports. Literature reviews. Research papers. Article critiques. Annotated bibliographies. Research papers. They all start with good reading. In this workshop, you will learn strategies to understand academic texts more fully so that you can write your next paper with confidence. Date: Monday, February 5, 1:00-2:15 p.m.

To sign up for one or both of these workshops, please visit <https://ambrose.edu/general-writing-workshops>.

The Ambrose Writing Centre's services are **free** to Ambrose students, so I would encourage you to take advantage of them!

Changes

Students are responsible for any changes to this syllabus announced in class or via Moodle. The course schedule, in particular, is subject to change, and students should watch for updates.

Ambrose University Academic Policies:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a

laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Note: Students are strongly advised to retain this syllabus for their records.

Proposed Course Schedule

| Date | Topic | Readings | Assignments | Important Notes |
|------------|--|--|-------------------------------------|---|
| 5 January | Introduction | | | |
| 10 January | The Romantic Period Early Romantics: William Wordsworth | Wordsworth <ul style="list-style-type: none"> • bio (N1 270-272) • Preface to <i>Lyrical Ballads</i> (N1 292-304) • "Tintern Abbey" (N1 288-292) | | |
| 12 January | Early Romantics: Samuel Taylor Coleridge | Coleridge <ul style="list-style-type: none"> • bio (N1 437-439) • "Kubla Khan" (N1 459-462) | | Add/drop deadline: Sunday, 14 January |
| 17 January | Late Romantics: John Keats and P.B. Shelley | Keats <ul style="list-style-type: none"> • bio (N1 901-903) • "Ode on a Grecian Urn" (N1 930-931) Shelley <ul style="list-style-type: none"> • bio (N1 748-751) • "Ode to the West Wind" (N1 791-793) • "England in 1819" (N1 790) | | |
| 19 January | The Romantic Novel: Mary Shelley | Shelley <ul style="list-style-type: none"> • Introduction (Broadview 13-24, 31-37) • <i>Frankenstein</i> | | |
| 24 January | The Romantic Novel: Mary Shelley | Shelley <ul style="list-style-type: none"> • <i>Frankenstein</i> • Appendix C (Broadview 251-271) | | |
| 26 January | The Romantic Novel: Mary Shelley | Shelley <ul style="list-style-type: none"> • <i>Frankenstein</i> | | |
| 31 January | The Victorian Age Elizabeth Barrett Browning and Robert Browning | Barrett Browning <ul style="list-style-type: none"> • bio (N2 1123-1124) • "The Cry of the Children" (N2 1124-1128) • Sonnet 43 (N2 1130) Browning <ul style="list-style-type: none"> • bio (NS 1275-1278) • "My Last Duchess" (N2 1282-1283) | | |
| 2 February | Love, Death, and Faith: Christina Rossetti | Rossetti <ul style="list-style-type: none"> • bio (N2 1489-90) • "A Triad" (N2 1492) • "Up-Hill" (N2 1495-1496) • "A Better Resurrection" (Moodle) • "De Profundis" (Moodle) | Exploration Assignment 1 Due! | |

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| 7 February | Doubt: Matthew Arnold and Thomas Hardy | Arnold <ul style="list-style-type: none"> • bio (N2 1369-1373) • “Dover Beach” (N2 1387-1388) Hardy <ul style="list-style-type: none"> • bio (N3 1914-1915) • “Hap” (N3 1932) | | |
| 9 February | Shifting Roles: Kate Chopin | Chopin <ul style="list-style-type: none"> • “The Story of an Hour” (Moodle) | | |
| 14 February | Modernism Decadence: Oscar Wilde | Wilde <ul style="list-style-type: none"> • bio • <i>The Importance of Being Earnest</i> (N2 1733-1777) | | |
| 16 February | Decadence: Oscar Wilde | <ul style="list-style-type: none"> • <i>The Importance of Being Earnest</i> (N2 1733-1777) | Essay 1 Due! | |
| 21 February | — | — | | Class cancelled for reading week (19-23 February) |
| 23 February | — | — | | Class cancelled for reading week (19-23 February) |
| 28 February | Decadence: Oscar Wilde | <ul style="list-style-type: none"> • <i>The Importance of Being Earnest</i> (N2 1733-1777) | | |
| 2 March | — | — | Midterm Exam | Last day to request a revised exam schedule: Monday, 5 March |
| 7 March | Imagism: Ezra Pound and William Carlos Williams | Pound <ul style="list-style-type: none"> • bio (Moodle) • “In a Station of the Metro” (N3 2069) Williams <ul style="list-style-type: none"> • bio (Moodle) • “The Red Wheelbarrow” (Moodle) | | |
| 9 March | Faith and Modernism: T.S. Eliot | Eliot <ul style="list-style-type: none"> • bio (N3 2521-2524) • “The Hollow Men” (N3 2543-2546) | | |
| 14 March | Postmodernism and Postcolonial Writing Satire and Song: Wole Soyinka, M. NourbeSe Philip, and George Elliott Clarke | Soyinka <ul style="list-style-type: none"> • “Telephone Conversation” (Moodle) Philip <ul style="list-style-type: none"> • “Blackman Dead” and “Meditations of the Declension of Beauty by the Girl with the Flying Cheek-bones” (Moodle) Clarke <ul style="list-style-type: none"> • “Blank Sonnet” (Moodle) | | |

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|--|---|---|-------------------------------|---|
| 16 March | The Postmodern Novel: Thomas Wharton | Wharton • <i>Icefields</i> | Annotated Bibliography Due! | Last day to withdraw without academic penalty: Friday, 16 March |
| 21 March | The Postmodern Novel: Thomas Wharton | Wharton • <i>Icefields</i> | Exploration Assignment 2 Due! | |
| 23 March | The Postmodern Novel: Thomas Wharton | Wharton • <i>Icefields</i> | | |
| 28 March | Magical Realism: Salman Rushdie | Rushdie • "The Prophet's Hair" | | |
| 30 March | — | — | | Class cancelled for Good Friday |
| 4 April | — | — | | Class cancelled for the Ambrose Research Conference |
| 6 April | Into the Twenty-First Century Non-Fiction and Nature Writing: Ellen Meloy | Meloy • "My Animal Life" (Moodle) | Essay 2 due! | |
| 11 April | Looking Back, Looking Forward: Christian Bök and Nick Montfort | Bök • "The Great Order of the Universe" Montfort • "Use of Dust" and "Sea and Spar Between" (with Stephanie Strickland) | | Last Day of Classes: Wednesday, 11 April |
| Final Examination: Monday, April 16, 1:00-4:00 p.m. | | | | |