

**The Nineteenth-Century Novel 3 credits**
**Prerequisite(s): 6 cr in English**

Class Information		Instructor Information		First day of classes:	Wed., Jan. 6, 2016
Days:	W/F	Instructor:	D. Dyck (BA, MA)	Last day to add/ drop/change to audit:	Sun., Jan. 17, 2016
Time:	2:30-3:45	Email:	<a href="mailto:darren.dyck@ambrose.edu">darren.dyck@ambrose.edu</a>	Last day to request revised exam:	Mon., Feb. 29, 2016
Room:	RE104	Phone:	Ext. 6931	Last day to withdraw from course:	Fri., Mar 18, 2016
Lab/Tut:		Office:	L2062	Last day to apply for time extension for coursework:	Mon., Mar. 28, 2016
Final Exam: 21 April 2016, L2100, 9-12		Office Hrs:	T/Th 2:30-3:30	Last day of classes:	Wed., April 13, 2016

**Textbook:**

Austen, Jane. *Persuasion*.

Brontë, Charlotte. *Jane Eyre*.

Dickens, Charles. *Great Expectations*.

Eliot, George. *The Mill on the Floss*.

Hardy, Thomas. *The Mayor of Casterbridge*.

All texts are Broadview Press.

**Course Description:**

In the Nineteenth-Century Novel readers get their first glimpse of the modern world: an increasingly scientific outlook, an insidious scepticism prompting a loss of faith, and the rise of industry and its dehumanizing consequences—in a word, we see a world of constraint and undeniable materiality imposing itself on the people who live in it. But that is not the whole story. The literature of the Nineteenth Century is also a response to—even, in some respects, an extension of—the Romantic ethos. At the same time as they were lamenting the harsh realities they faced and described, novelists were longing for an ideal world.

**Note:** the novels we read in this course are long, and if you are a slow reader, you may find it challenging to keep up. It is possible, however (many students before you have managed it), and it can even be fun. Just don't assume you can catch up the night before a class meeting. Plan ahead, carry your novels with you wherever you go, seize every opportunity to read another chapter or two—and, if you feel really swamped, skim along for a while and then go back later to important sections. Whatever you do, don't start skipping class because you are behind: it's much better to be in class and know more or less what we're talking about than to fall out of the loop and out of the discussion altogether.

### Expected Learning Outcomes:

- to introduce students to a representative group of 19<sup>th</sup>-century novelists, namely Jane Austen, Charlotte Brontë, Charles Dickens, George Eliot, and Thomas Hardy
- to familiarize students with the literary, historical, economic, and political contexts in which these authors wrote
- to analyze the works of these novelists, specifically with respect to the following themes: love, poverty, industry, religion, scepticism, ethics, and, of course, the *novel*
- and, generally, to enhance the ability of students to read closely and thoughtfully, and to write effectively and clearly

January	Readings	Assignments
6 (W)	Introductions	
8 (F)	Austen, <i>Persuasion</i> , Chs. 1-3	
13 (W)	<i>Persuasion</i> , Vol. I, Chs. 4-11	
15(F)	<i>Persuasion</i> , Vol. I, Ch. 12-Vol. 2, Ch. 7	
20 (W)	<i>Persuasion</i> , Vol. II, Ch. 8-end	<i>Persuasion</i> proposals due <b>Last day for <i>Persuasion</i> journals</b>
22 (F)	Brontë, <i>Jane Eyre</i> , Chs. 1-9	Mini-Midterm 1: <i>Persuasion</i>
27 (W)	<i>Jane Eyre</i> , Chs. 10-17	
29 (F)	<i>Jane Eyre</i> , Chs. 18-24	<i>Persuasion</i> essays due
February		
3 (W)	<i>Jane Eyre</i> , Chs. 25-30	
5 (F)	<i>Jane Eyre</i> , Chs. 31-end	<i>Jane Eyre</i> proposals due <b>Last day for <i>Jane Eyre</i> journals</b>
10 (W)	Dickens, <i>Great Expectations</i> , Vol. I, Chs. 1-12	Mini-Midterm 2: <i>Jane Eyre</i>
12 (F)	<i>Great Expectations</i> , Vol. I, Ch. 13-Vol. II, Ch. 4	
17 & 19	Mid-Semester Break	No Class
24 (W)	<i>Great Expectations</i> , Vol. II, Chs. 5-18	<i>Jane Eyre</i> essays due
26 (F)	<i>Great Expectations</i> , Vol. II, Ch. 19-Vol. III, Ch. 9	
March		
2 (W)	<i>Great Expectations</i> , Vol. 3, Ch. 10-end	<i>Great Expectations</i> proposals due <b>Last day for <i>Great Expectations</i> journals</b>
4 (F)	Eliot, <i>The Mill on the Floss</i> , Bk. I, Chs. 1-10	Mini-Midterm 3: <i>Great Expectations</i>
9 (W)	<i>The Mill on the Floss</i> , Bk. I, Ch. 11-Bk. III, Ch. 3	
11 (F)	<i>The Mill on the Floss</i> ,	<i>Great Expectations</i> essays due

	<b>Bk. III, Ch. 4-Bk. V, Ch. 2</b>	
16 (W)	<i>The Mill on the Floss</i> , <b>Bk. V, Ch. 3-Bk. 6, Ch. 7</b>	
18 (F)	<i>The Mill on the Floss</i> , <b>Bk. VI, Ch. 8-end</b>	<i>The Mill on the Floss</i> proposals due <b>Last day for <i>Mill on the Floss</i> journals</b>
23 (W)	Hardy, <i>The Mayor of Casterbridge</i> , <b>Pref.-Ch. 12</b>	Mini-Midterm 4: <i>The Mill on the Floss</i>
25 (F)	Good Friday	No Class
30 (W)	<i>The Mayor of Casterbridge</i> , <b>Chs. 13-23</b>	
April		
1 (F)	<i>The Mayor of Casterbridge</i> , <b>Chs. 24-35</b>	<i>The Mill on the Floss</i> essays due OPTION B proposals due
6 (W)	<i>The Mayor of Casterbridge</i> , <b>Chs. 36-end</b>	
8 (F)	<i>The Mayor of Casterbridge</i>	Mini-Midterm 5: <i>The Mayor of Casterbridge</i> <b>Last day for <i>M. of Casterbridge</i> journals</b>
13 (W)	Conclusions	

### Requirements:

- Attend class. Always bring the relevant readings to class. If the relevant reading is a PDF (available on Moodle), print it out and bring it in hard copy.
- Extensions may be granted on written assignments in exceptional circumstances. The late penalty is one refined letter grade per class day late.
- All assignments must be submitted to receive a passing final grade.

### Attendance:

Students should attend class consistently and punctually. Unexcused absences 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, to acquire any handouts, and to discover whether any changes were made to the syllabus.

### Evaluation:

#### Option A (default)

20%	Mini-Midterms (4 @ 5%)
20%	Short Essay
30%	Final Exam
20%	Reading Journal
10%	Participation

#### Option B (permission required)

20%	Mini-Midterms (4 @ 5%)
20%	Short Essay
30%	Final Essay
20%	Reading Journal
10%	Participation

### Course Work:

**Mini-Midterms:** At the end of our class work on each novel, you will write an in-class “mini-midterm” comprised of short answer questions and a passage to analyze. There will be **five** of these; your best **four** marks will count towards your final grade.

**Short Essay:** Everyone will write a 1000-1250 word critical essay on one of our first four novels. You may choose which novel you write on and thus which deadline you need to meet (see schedule), but you must send me an email stating your intention which includes a 100 word proposal by the **proposal** deadline. Students who anticipate writing

a final essay are urged to write on one of the first three novels we read. **You may not back out once you have submitted your proposal; no late proposals will be considered.**

**Reading Journals:** The best way to engage with our novels and be ready for class is to read actively—annotating, highlighting, questioning, and commenting on what you notice. To support and encourage you in this effort, one of the course requirements is a regular reading journal which you will keep on Moodle. The basic requirement is **two entries per novel**, each of which will be worth **2%**. The more particular requirements are as follows:

Content: Entries must be in complete, coherent sentences and a minimum of **200 words**; they must include at least one relevant quotation. For entries to get full credit they must explicitly address developments in our current novel up to the pages assigned by your posting date (if you post about *Persuasion* on January 20<sup>th</sup>, for example, to earn the full two points your post must show convincingly that you have read to the end of the novel).

Timing: **You cannot get credit for more than one post on a single day or two in a single week**, so plan ahead. Otherwise you may post your entries on your own schedule, as long as you get them done before the cut-off dates (see schedule). To be absolutely clear, you may post on **any** day of the week, not just days on which we have class. You are also welcome to write more often than is strictly required: you will find your journal a valuable resource when working on your essays or studying for the exam.

**Final Exam:** There will be a 3-hour final exam with short answer questions, passages to analyze, and an essay question focusing on *The Mayor of Casterbridge*. Until I have agreed that you may do Option B, assume you will be writing the final exam for this course.

**Final Essay (Option B):** If you do well on the short essay assignment (B- or better) and would like to write an extended analysis of one of our readings, with a research component, you may request to meet the requirements under Option B. You must submit your request **no later than April 1<sup>st</sup>** along with a proposal (detailed instructions and suggested topics will be distributed later in the term). You will have to write on *The Mill on the Floss* or *The Mayor of Casterbridge*. You may back out of Option B after submitting your proposal provided you notify me in writing before the essay is due and in time for you to write the final exam instead.

The available letters for course grades are as follows:

<u>Letter Grade</u>	<u>Description</u>
A+	
A	Excellent
A-	
B+	
B	Good
B-	
C+	
C	Satisfactory
C-	
D+	
D	Minimal Pass
F	Failure

Because of the nature of the Alpha 4.00 system, there can be no uniform College-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 student registration system. Printed grade sheets are not mailed out.

Other

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## 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.

### Exam Scheduling

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.

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](mailto: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.