ENGLISH 200B Winter 2006
A Survey of British Literature 2

Lecture: Tuesday 2:30-04:20  RCH 103/ Tutorial: Thursday 12:30, 1:30, 2:30 or 3:30
Professor Kate Lawson  klawson@uwaterloo.ca
Hagey Hall 267  Office Hours: Wed. & Thurs.  1:00-2:00  888-4567 ext. 3965

TEXTS:
Damrosch (Longman)
Mary Shelley, Frankenstein. Ed. Susan J. Wolfson (Longman)
Charles Dickens, Great Expectations. Ed. Graham Law (Broadview)

COURSE OBJECTIVES:
This course follows in sequence from Survey of British Literature 1 (ENGL200A) and will
introduce students to the next three principal historical periods of British literature—the
Romantic, the Victorian, and the Modern—dating from the late eighteenth century to the mid-
 twentieth century. Students will learn to differentiate between the literatures of these three
periods, and also to trace patterns of influence and ideas that link the periods together. The
course will in addition introduce students to some of the major forms of literature in the period
(e.g. the lyric, the dramatic monologue, the novel, and the essay).

METHOD OF EVALUATION:

<table>
<thead>
<tr>
<th>Component</th>
<th>Value</th>
<th>Due/Write</th>
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<tbody>
<tr>
<td>750-850 word essay (in MLA format)</td>
<td>20%</td>
<td>February 7</td>
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<tr>
<td>10 on-line discussion forum responses</td>
<td>10%</td>
<td>Tuesdays, 12:01 p.m.</td>
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<tr>
<td>1750-2000 word essay (in MLA format)</td>
<td>30%</td>
<td>March 21</td>
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<tr>
<td>Tutorial Attendance and Participation</td>
<td>10%</td>
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<tr>
<td>Examination</td>
<td>30%</td>
<td>Exam period: April 6-22</td>
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DISCUSSION FORUM RESPONSES:
Independent learning, as well as group learning, are essential parts of this course. The discussion
forum allows you to respond analytically to a designated reading, and to the postings of fellow
students in your tutorial. Each week in the syllabus, a specific discussion forum reading text is
assigned, indicated in the syllabus by two asterisks (**). You must read that text, and provide a
thoughtful, critical response to it, as well as to the postings of other members in your group.
Each student must post approximately 200-250 words each week for at least 10 weeks (out of a
possible 11 weeks; i.e. you are allowed to miss one week of discussion for personal or other
reasons).
You will enter the discussion forum using your UW-ACE login; the link to ACE is on UW
homepage: www.uwaterloo.ca. You must submit your response by noon on Tuesday.

TUTORIAL ATTENDANCE AND PARTICIPATION:
The material covered in the tutorials is essential to the course. You will receive 6 marks (out of
10) for your regular (and well-mannered) attendance at the tutorial. The other 4 marks will be
given for thoughtful and regular participation in class discussions and in other class activities as
listed in the syllabus or assigned by the tutorial leader.
LATE POLICY:
Essays are due on the dates assigned above; on-line responses are due each Tuesday by noon. Extensions may be granted for medical reasons; please provide a doctor's note. If you have personal problems, please speak with your tutorial leader, preferably in advance. Late essays will be penalized 2 marks for every day late.

ON-LINE RESOURCES:
Your textbook includes a subscription to: www.pearsoned.ca/mycanadiancomplab
You may also find the following link to be useful:

NOTE FOR STUDENTS WITH DISABILITIES:
The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.

PLAGIARISM and ACADEMIC OFFENCES:
Note on avoidance of academic offences from the Faculty of Arts: All students registered in the courses of the Faculty of Arts are expected to know what constitutes an academic offence, to avoid committing academic offences, and to take responsibility for their academic actions. When the commission of an offence is established, disciplinary penalties will be imposed in accord with Policy #71 (Student Academic Discipline). For information on categories of offences and types of penalties, students are directed to consult the summary of Policy #71 which is supplied in the Undergraduate Calendar (section 1; on the Web at http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm). If you need help in learning how to avoid offences such as plagiarism, cheating, and double submission, or if you need clarification of aspects of the discipline policy, ask your TA or course instructor for guidance. Other resources regarding the discipline policy are your academic advisor and the Undergraduate Associate Dean. Also see “Avoiding Academic Offences” (http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html)

Students who believe that they have been wrongfully or unjustly penalized have the right to grieve; refer to Policy #70, Student Grievance,
http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm

WEEK 1
January 3 LECTURE: Introduction to the course: the Canon and the place of English in a multicultural world ("Whose Language?" in the anthology, 1383-1424)

Introduction to the Romantic Period;
William Blake, "There is No Natural Religion" (overhead); from Songs of Innocence and of Experience,"Introduction" (78)

January 5 TUTORIAL: Introductions; discussion of tutorial participation mark;
Blake, "The Lamb," "The Tyger"(79, 88)

WEEK 2
January 10 LECTURE: William Blake,"Holy Thursday"** (both versions: 82, 88), "Nurse's Song" (83 and overhead); "The Divine Image" (82), "The Human Abstract" (91);
William Wordsworth: excerpt from Preface to Lyrical Ballads ("The principal object of the Poems" 206)

January 12 TUTORIAL: “Nutting” (215)

WEEK 3
January 17 LECTURE: Wordsworth, “We are Seven” (200), “Tintern Abbey”** (202);

January 19: TUTORIAL: “Lines Written in Early Spring” (201) or “Kubla Khan” (341)

WEEK 4
January 24 LECTURE: George Gordon, Lord Byron, from Childe Harold’s Pilgrimage, Canto 3: 92-97, 111-118 (359);
• How to use MLA format; common sentence errors

January 26 TUTORIAL: “Ozymandias” (399)
• Workshop on essay writing: bring a draft of the first paragraph of your first essay

WEEK 5
January 31 LECTURE: Mary Shelley, Frankenstein**

February 2 TUTORIAL: Frankenstein
WEEK 6
February 7 LECTURE:
• **Short Essay due at the beginning of class**
  John Keats, "The Eve of St Agnes" (425), "Ode on a Grecian Urn" (440);
  **Introduction to the Victorian Period;**
  Alfred, Lord Tennyson, "Ulysses" (593)

February 9 TUTORIAL: Keats, "Sonnet: When I have fears" (425), "This living hand" (444)

WEEK 7
February 14 LECTURE: Tennyson, "The Lady of Shalott" (588);
  Robert Browning, "Porphyria’s Lover" (662); "Childe Roland to the Dark Tower Came"** (670);
  Christina Rossetti, "In an Artist’s Studio" (758)

February 16 TUTORIAL: Elizabeth Barrett Browning, Sonnets 13 and 28 from Sonnets from the Portuguese (530, 531)

February 20-24 READING WEEK

WEEK 8
February 28 LECTURE: Charles Dickens, Great Expectations **
• the last day to drop courses without academic penalty

March 2 TUTORIAL: Great Expectations (from the beginning to p. 273)

WEEK 9
March 7 LECTURE: Great Expectations;**
  Matthew Arnold, "Dover Beach" (751);
  Gerard Manley Hopkins, "God’s Grandeur" (774), "The Windhover" (775), "Pied Beauty" (775),
  "[Carrion Comfort]" (777);
• How to find a thesis; how to plan an essay; how to quote

March 9 TUTORIAL: Great Expectations (from p. 273 to the end)
• Optional: workshop on second essay
WEEK 10
March 14 LECTURE: Introduction to Modernism;
Rupert Brooke, “The Soldier” (1098);
Wilfrid Owen, “Dulce et Decorum Est” (1102);
Thomas Hardy, “Hap” (1073), “The Darkling Thrush” (1074);
T.S. Eliot, “The Love Song of J. Alfred Prufrock”** (1194); “Tradition and the Individual Talent” (1216)

March 16 TUTORIAL: Virginia Woolf, Chapter 3 from A Room of One’s Own (1240-44)

WEEK 11
March 21 LECTURE: Joseph Conrad, Heart of Darkness ** (948)
  • Longer Essay Due

March 23 TUTORIAL: Heart of Darkness

WEEK 12
March 28 LECTURE: William Butler Yeats, “No Second Troy” (1118), “The Second Coming” (1122); “Leda and the Swan” (1125), “Sailing to Byzantium”** (1124);
W.H. Auden, “In Memory of W.B. Yeats” (1333)

March 30 TUTORIAL: Tips for exam writing
Short Essay Topics

Due: February 7, 2006

Length: 750-850 words

The purpose of this assignment is to allow you to demonstrate your skill at the close reading of a literary text. For an example of a close reading, see the brief sample essay on Pound’s “In a Station of the Metro” available at UW-ACE.

- As in any English essay, you must write clearly and grammatically.
- Your essay must have a title that names the work discussed and gives some indication of your approach.
- Citations must conform to MLA format, i.e. short quotations from the text should be placed in quotation marks with line endings marked with a “/”. Line numbers should be placed in parentheses after the quotation. For example:
  Byron describes the woman’s beauty as being “like the night/ Of cloudless climes and starry skies” (1-2).
- Quotations longer than three lines should be indented (no quotation marks) and printed as poetry on your page.
- Do not use secondary sources for this essay.
- Double-space your essay and print it in 12 point font size.

See the “Grading Rubric” for a more detailed description of essay requirements.

Write on one of the following topics:

1. Through a close reading of the two versions of “The Chimney Sweeper” (81, 89) by William Blake, compare and contrast the states of innocence and experience portrayed in the poems.

2. Provide a close reading of either Wordsworth’s “Prefatory Sonnet” (233) or “The world is too much with us” (234).

3. Provide a close reading of Byron’s “She Walks in Beauty” (358) with particular emphasis on how he employs imagery of light and darkness to describe both the woman’s beauty and her character.
GRADING RUBRIC

The following criteria are used to assess essays and exam answers:

- Correct writing, i.e. no errors in grammar, spelling, punctuation (see below for penalties)
- Effective writing (i.e. writing that is articulate, coherent, unified, etc.)
- A clear, persuasive, original, and worthwhile argument--a thesis--, as opposed to simple description, or “re-telling the story”
- Clear and effective organization of the material
- An understanding of the nature of the assignment; for a test or exam, answering the question
- A demonstrated understanding of the primary text(s)
- The judicious use of quotations (or paraphrase) from the primary text(s) as evidence to support your argument
- Quotations that are integrated into your essay logically and grammatically, and that are properly contextualised
- Sensitivity to the nuances of language (e.g. metaphor, simile, alliteration, rhyme, rhythm, personification, allusion, patterning, etc.) in the primary texts
- The appropriate use of secondary materials to assist your argument (if required)
- For essays, citations that conform to MLA format; a Works Cited (see below for penalties)

GRADERS:

85+ Exceptional work with regard to style, originality, and sophistication of argument; depth and breadth of reading; adroit use of evidence.
80-84 Excellence in argument, writing, organization, use of evidence. An original approach to the topic.
77-79 Superior understanding and mastery; very good use of evidence and argument. Very effective presentation.
74-76 A thorough and firm grasp of the material. Good use of evidence; good writing skills.
70-73 A clear if unsophisticated argument. Acceptable use of evidence; acceptable writing skills.
67-69 Competence and understanding of the material. Marginal argumentation and use of evidence. Writing skills often need attention.
64-66 Adequate understanding of the material. Marginal argumentation and use of evidence. Writing skills usually need attention.
60-63 Marginal work with respect to understanding, presentation, and writing skills.
50-59 Familiarity with material but inadequate understanding, presentation, or writing skills.
32-49 Failure

IMPORTANT NOTE: Up to ten marks will be deducted from essay grades (not exam grades) for the following errors and omissions:

- comma splice and run-on sentence errors—one mark for each mistake
- sentence fragment errors—one mark for each mistake
- spelling errors
- failing to provide an essay title that names the work(s) under consideration and that gives some indication of your approach
- failing to provide a Works Cited formatted according to MLA specifications
- failing to provide properly formatted (MLA) parenthetical citations for all quotations (do not use footnotes or endnotes for citations)
- failing to double-space your essay
- failing to print your essay in 12 point font size

However, as an incentive for students to learn to correct these problems, marks deducted from the first essay (for the above errors and omissions) will be returned at the end of the term, if the second essay has none of the above problems.