Hello, and welcome to English 200B. This course surveys works by major authors between Wordsworth and James Joyce. Our main objective is to gain a framework of knowledge of the history of English literature. As a way to orient our reading and discussion, we will keep in mind a particular theme, which is the representation of the author or artist in both the literary and non-literary writing.

In addition to the assigned reading, please read all introductory notes for each author.

**Policies:**

**On Plagiarism:** Plagiarism occurs when you represent somebody else’s words or ideas as your own. Both witting and unwitting plagiarism are serious offenses in university and I treat them as such. Take care to document your sources. While other people’s ideas can be essential to your work, take care also to use these to help you formulate your own ideas, rather than stand in for your own. Avoid paraphrasing and use direct quotation, so that the distinction between your work and your sources is clear.

**On Lateness:** Late essays are penalized at the rate of 2% (of a base of 100) per day, every day, including weekends. Late essays must be handed in to and dated by a secretary in the English Department. Late essays will not normally be given extensive commentary. Extensions will be granted for up to a week if you approach me before the due date; no need to give a reason. In the event of illness or other trauma, please talk to me and be prepared to show documentation (such as a doctor’s certificate) if appropriate.

**On Attendance and Participation:** Attendance is not, of course, required in university courses. In my experience, students who do the best in courses are usually the ones who attend regularly. This may be because they have more prior experience and greater interest in the material than others, but their attendance helps their work because they keep the material more in the fronts of their brains and also have more chance of conversation on the course topic with their peers. Participation is likewise voluntary in university courses. By and large, however, the more you make known your thoughts and other experience to the instructor, the better able he or she is to understand your work and comment helpfully on it. I -- and your classmates -- also really appreciate questions about what you don’t know or understand, questions which take some courage to ask, as they are ways of making matters clearer for all.

**On the Length, Form and Grading of Essays:** When I say standard pages, I mean 250 words on a page. Your computer and printer will achieve this number if you use courier 12 pitch font. If you use other fonts, you should use the speller to count the words. In terms of documentation, the department uses the *MLA Handbook for Writers of Research Papers* (6th ed.) as its standard. Copies are in the library and should be in the English department reading room. Grammar and spelling count; this is not because I’m a fussy old biddy, but because every time I come across a spelling or grammar error I have to stop, think what you really mean, and then re-capture the sense of the essay before I continue: using correct grammar, punctuation and spelling therefore increases the flow and better the stylistic quality of your essays. Grammar errors will be determined according to the *Little, Brown Compact Handbook* by Jane E. Aaron and Murray
McArthur, 1st Canadian edition, which is available in the bookstore and is a recommended text for all English courses at UW.

I grade according to a rubric which I publish with the assignments; see below. I find this helps identify strengths and weaknesses, and encourages fair appraisal and acceptance of appraisal. I am happy to reconsider any mark I have given, and will hear any reasonable argument. I make extensive comments, as a rule, but you will note that late essays do not receive these.

TEXT


Aaron, Jane E. and Murray McArthur. The Little, Brown Compact Handbook. First Canadian edition. **This is a recommended text for all English courses. It is available in the bookstore. All royalties from its sale go to the English Department scholarship fund**

ASSIGNMENTS

Short essay: 4-6 standard pages, on a poem by Wordsworth; any substantial section of the "Prelude" can count. The essay is to be a close reading and you may choose to analyze the imagery, the use of poetic devices or techniques, or discuss a particular theme of the poem. Thesis statement due January 27, returned the 29th; 5%. Essay due February 5, 20%.

Marking Rubric, first essay
Thesis statement: 10%
Strength of argument in essay: 20%
Quality and use of evidence: 30%
Paragraphing, including links between: 10%
Sentence structure, including syntax (i.e., word order): 10%
Precision of language: 10%
Spelling, grammar, punctuation: 10%

Two Tests on Middlemarch. These will be open book tests; I will give you the questions before we start the novel; you will choose one of three topics to write a short essay on in class. They will take 1/2 hour. Each is worth 10%.

Longer Essay: 7-10 standard pages. Discuss one (or, in the case the shorter poetry, as many as you like by one author) of the literary works we have studied (post- Wordsworth) in relation to a major theme of one of the non-literary works we have studied. For example, apply the ideas about artistic self in Biographia to one or more of Keats' poems, or the ideas about women in Wollstonecraft to Middlemarch. Possible themes for consideration are the source of art and literature, the image of the artist or writer, the representation of femininity, masculinity, sexuality or love, the relationship between the individual and society, and nature in relation to culture. Thesis statement due March 17th; 10%. Essay due March 26; 25%.

Marking Rubric, second essay
Thesis statement: 10%
Logic, quality and structure of argument in essay as a whole: 30%
Quality and use of evidence: 30%
Paragraphing and sentence structure: 10%
Precision of language: 10%
Spelling, grammar, punctuation: 10%
Final Exam: This is really a final test, although it will be scheduled in the exam period. It will be two hours long and will be worth 20% of your final mark. It will focus on the material treated in class from March 17th to the end of the course, although reference to earlier material will undoubtedly enrich your answers. It will have two or three essay questions, to be written using evidence provided in the form of excerpts from our reading.

**SCHEDULE**

January 6: Introduction

January 8: “The Romantic Period,” 1-17; Wordsworth: “Preface to *Lyrical Ballads*...” 141-152


February 12: Shelley: “Adonais” 718-731

****BREAK****

February 24: “The Victorian Age” 891-910; Introduction to the Novel

February 26: **The Women Questions:** Mary Wollstonecraft, “Vindication” 101-126; John Stuart Mill, “The Subjection of Women” 1012-22; George Eliot, “Margaret Fuller” 1314-1319

March 3: Eliot, *Middlemarch*

March 5: Eliot, *Middlemarch*, Test One

March 10: Eliot, *Middlemarch*

March 12: Eliot, *Middlemarch*, Test Two
March 17: Woolf, “A Room of One’s Own” 1926-86. Thesis statement due


March 31: Joyce, Ulysses, “Proteus” 2036-2050

April 2: Joyce, Ulysses, “Lestrygonians” 2050-2076.

April 7: handbacks; course evaluations; no lecture