Course Details

I. Course Number: ENGL 5250; #89556

II. Course Title: 19th-Century British Literature

III. Required Texts:
   1. Ashley’s *Nineteenth Century British Drama*
   2. Cunningham’s *Victorian Poetry*
   3. Dickens’ *Hard Times*
   4. Greenbalt’s *Norton Anthology of English Lit. Vol. E (Victorian Age)*
   5. Ibsen’s *A Doll’s House*
   6. Moran’s *Victorian Literature and Culture*

IV. Catalog Description
ENGL 5250 is graduate-level survey of nineteenth-century British literature and literary culture, ca. 1780-1900. Typical areas of emphasis will include significant literary movements within the era, major authors, and/or attention to a specific genre. Course content will include some attention to historical context, research methods, and applied critical theory.

V. Purpose
Nineteenth-Century British literature will deal with the exploration of the intersections between 19th-century British literature and culture, thus it will grapple with literary texts and the fascinating period from which they emerged. As we track the intersections and/or tensions between 19th-century British literature and culture, we will examine how diverse aspects such as arts, science, gender, sexuality, class, politics, religion, and economy influenced or were influenced by literature. The emphasis will be on reading literary works within the social, historical, cultural, and political context of the 19th-century world while paying attention to research methods and critical theory.

VI. Course Objectives
Upon completion of this course, students will be able to:

- Master 19th-century British literature
- Discuss the intersections between 19th-century British literature and culture
- Specifically understand how 19th-century British literature shaped or was shaped by the period from which it emerged
- Know major authors of 19th-century British literature and their impact on the literary landscape of the period
- Show how 19th-century British literature converges and/or diverges with the contemporary world
- Compose scholarly and thoroughly-researched essays on 19th-century British literature and culture, and to do so within a critical framework
- Effectively employ MLA style sheet and utilize Standard English in all class tasks.
**Content Outline:** The course reading will deal with diverse authors and texts from different genres.

**VI11. Instructional Activities**
Students will be expected to read critically (i.e. “reading with double pairs of eyes”), to analyze diligently, and to communicate their insights in both oral and written forms. The teaching methodology will feature lectures, discussions, group presentations and visual aids. Coursework will include pop quizzes, tests, examinations, papers, presentations and class participation. The specific nature of these activities will be defined in handouts or rubrics. However, see general guidelines for papers toward the end of this document.

**IX. Resources:** Library and Internet

**X. Grading Procedures**
Your general grade in the course, which will be converted to 100%, will be determined as follows:

I) Quizzes & Tests 150pts  
ii) Group presentations=50pts  
iii) Two critical reviews of two peer-reviewed articles on 19th-century Brit. Lit. 100pts (each)  
iv) First paper (5 pages) 100pts  
v) Second paper (7 pages) =100pts  
vi) Third paper (10 pages) = 100pts  
vii) Final =100pts
I will round up average scores within a half-point of the next higher letter (e.g. an average of 89.5 would earn you an A)
While several factors would determine the grade you earn in this course, the description of the following grade scale should serve merely as a guide to what constitute each letter grade.

- **A (90-100):** Extremely lucid thesis statement, strong supporting paragraphs, clear topic and transitional sentences, excellent internal and physical organization, and strong writing quality;
- **B (80-89):** Clear thesis statement, good supporting paragraphs, use of topic and transitional sentences, good organization, and good writing quality;
- **C (70-79):** Unclear thesis statement, use of weak supporting paragraphs, weak organization, and fair writing quality;
- **D (60-69):** Bad or unclear thesis statement, weak paragraphs, bad organization, and bad writing quality;
- **F (50 or lower):** No thesis statement or extremely unclear thesis statement, extremely weak paragraphs, poor organization, very bad writing quality, plagiarism, and off topic

To be brief, the following abbreviations may be used on your graded essays:

- ✓ T = Thesis statement.
- ✓ T?: Is this your Thesis, or where is your Thesis?
- ✓ t.s = Topic sentence (for paragraphs)
- ✓ t.s?, t.s. is not clear
- ✓ trans? = Where is the transition between paragraphs or ideas.
- ✓ awk = Awkward phrasing.
- ✓ cit = Citation problem.
- ✓ Om = Omitted word.
- ✓ P = Punctuation error.
- ✓ par? = Is this an acceptable paragraph?
- ✓ sp = Spelling mistake.
- ✓ t = Tense problem.
- ✓ ww = Wrong word.
- ✓ ^ = Something is missing

**X. Attendance Policy**

a) **University Attendance Policy**

Per the university standing policy, students are expected to attend and participate in every class meeting. While instructors establish specific policies with respect to absences in their courses, CSU reserves the
right to determine that excessive absences, whether justified or not, are sufficient cause for institutional withdrawals or failing grades.

b) **Course Attendance Policy**
Students must hew, strictly, to regular attendance and punctuality, especially as unexcused absence(s) and persistent late coming would affect their grades. I should have prior notification on any absence and/or lateness. Except in truly extraordinary circumstances, missing more than 5 scheduled class sessions will result in failure of the course.

XI. **Academic Honesty Policy/Academic Misconduct**
All students will follow the “Student Code of Conduct” section of the online Student Handbook, available at http://www.clayton.edu/Portals/46/docs/student-handbook.pdf. **Plagiarism** is a form of academic dishonesty in which you present another’s ideas as your own. Plagiarizing means you thwart your own education and forego your responsibilities as a writer. Furthermore, you violate the ethical, academic standards of the academic community. These standards include the value of research and informed argument, open and honest debate and sharing of ideas, critical thinking about evidence, the careful presentation of research, and acknowledgment of the sources of ideas. In addition, your papers may be submitted to Turnitin.com, an online plagiarism detection site. Students who violate these policies in this course will receive a zero for the assignment and may be reported to the Office of Student Conduct.

XII. **General Class Conduct**
To create a good atmosphere in class, I strongly and respectfully discourage the following behavior when classes are in session:
- a) Early departures.
- b) Making or receiving phone calls.
- c) Texting, emailing, using laptops
- d) Eating in class
- e) Disruptive or rude interruption

XIII. **Pre-Requisites:**
Check the College and department websites to ascertain that you are qualified to take this class

XIV. **Late and Incomplete work:** Each unexcused late assignment will cost you ten (10) points for each day the paper is late and, depending on the circumstances, I may elect not to accept your paper once it is more than two days late. Incomplete assignments will be penalized accordingly.

XV. **Missed Exams:** Should you miss any exam, it is your responsibility to contact me within 24 hours to convince me that missing the exam was beyond your control. A make-up exam may be arranged for you if you contact me within the foregoing time and I am convinced by your explanation. Except in a case of emergency, you may be given a zero if no contact is made within 24 hours.

XVI. **Extra assistance:** Students with disabilities may need special consideration. They may bring that to my attention or contact the appropriate office at CSU. In all, any student who needs assistance may schedule a meeting with me during office hours or contact the appropriate CSU office for help.

XVII. **General Guidelines for papers**
While the rubric for each essay will be defined in separate handouts, consider the following guidelines as you compose your essays:

1. **Structure**
   a) Formulate or provide a specific title that clearly points to what the essay is about.
b) In a very organized manner, write a critical and an insightful essay that provides an unambiguous thesis statement in an introductory paragraph that does not exceed half of a page.

c) For purposes of organization and clear sense of purpose, include a telling essay map or outline in your introductory paragraph.

d) Retain full authority over your essay by not starting or ending it with quotations. The first and the last word in your essay should be yours.

e) Use clearly written paragraphs that comprise topic and transitional sentences to separate each idea/work.

f) Do not write your essay as though you are composing short notes. That is, do not use subtitles – use paragraphs and let ideas flow into each other. There must be coherence.

2. Technical considerations

a) The essay should bear your name, title of course, section number, date and Professor’s name on the top left of the first page. Follow the MLA format as you enter this information.

b) The essays must be thoroughly researched and/or critical and should reflect a detailed understanding of the works/contexts in question.

c) Avoid generalizations and ensure that each idea is substantiated from the texts/contexts in question.

d) Your essay should be doubled-spaced and should follow the MLA format where necessary.

e) Note that quotations that exceed four typed lines must be indented (see MLA for proper indentation).

3. Grammar/punctuation

a) Use Standard English; do not use casual English or slangs.

b) Glue your essay to the use of active voice. That is, use passive voice sparingly.

c) Do not use contractions (e.g. can’t, isn’t)

d) Do not use indirect references such as “this,” “you.”

e) Avoid trite such as “the bottom line,” “the fact of the matter.”

f) Do not use dashes for punctuation marks.

g) Do not use confusing pronouns and number concord.

h) Demonstrate tense consistency. Do not vacillate between two tenses. The present tense is the preferable tense for literary papers and discussions.

4. Quotations/Works Cited page

a) As mentioned above, use the MLA Style Sheet where necessary, including citations.

b) Appropriate citations must be placed in appropriate spots in your essays. Your essay must not, of course, be a replete of quotations. Your own ideas should overwhelmingly dominate your essay. Quotations should be used to buttress your ideas and not to replace them.

c) Use a critic’s full names the first time you mention her/him, but use just her/his last name in the rest of the paper. Similarly, you may use full titles of the texts the first time you mention it, but use abridged titles later on in your essay if the titles are long.

d) Your critical works for essays must not all be off the Web. Use journals and/or critical books from the library.


f) Arrange the list of works cited in strict alphabetical order on your works cited page.

Schedule of Readings & Discussions

Note: Readings must have been completed by the class date on which they appear. That is, come to class ready to discuss the scheduled reading(s) for that day.

| Week 1: August 12 | Course Introduction, Essay structure, and Writing quality  
<p>| Week 2: August 19 | Overview of the 19th-century period - PowerPoint Presentation |<br />
| Week 3: August 26 | Read “Historical, cultural and Intellectual Context,” Victorian Lit. &amp; Culture, pp. 1-64. |<br />
| | Discuss critical theories and research methodologies |<br />
| | Poetry appreciation Techniques |</p>
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<th>Week 4: September 2</th>
<th>LABOR DAY</th>
<th>NO CLASS</th>
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<td></td>
<td>Read Jerrold’s <em>Black Ey’d Susan</em>, British Drama, pp. 105-137.</td>
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| Week 6: September 16 | Read “Literature in the Victorian Period, Victorian Lit. & Culture, pp. 65-126; **Paper One Due**  
|                     | Read Emily Bronte’s poems, *Victorian Poetry*, pp. 103-113 |
|                     | Read Steven’s *Strange Case of Dr. Jekyll and Mr. Hide*, *Norton*, pp. 1643-1685; **Test One on Strange Case** |
| Week 8: September 30 | Read Hopkins’ poems, *Victorian Poetry*, pp. 153-164  
|                     | Read Tennyson’s “Mariana,” “The Lady of Shalott,” “The Lotos-Eaters,” “Ulysses,” “Tithonus,” “Locksley Hall,” *Norton*. (pp. 1112, 1114, 1119, 1123, 1125 &1129 respectively); **Review One Due** |
| Week 9: October 7   | Read Wilde’s *The Importance of Being Earnest*, British Drama, pp. 543-600. |
| Week 10: October 14 |          | **Fall Break** |
|                     | Read “‘The Woman Question’: The Victorian Debate About Gender,” *Norton*, pp. 1581-1606 |
| Week 12: October 28 | Read Dickens’ *Hard Times*; **Test two on Being Earnest** |
| Week 13: November 4 | Read Shaw’s *Mrs. Warren’s Profession*, *Norton*, pp. 1746-1790; **Review Two Due** |
| Week 14: November 11 | Read Ibsen’s *A Doll’s House*  
|                     | Read Eliot’s “From Silly Novels by Lady Novelists, *Norton*, pp. 1342-1349; **Paper two Due** |
| Week 15: November 18 | Read Shelley’s *The Cenci*, British Drama, pp. 22-101 |
| Week 16: November 25 & December 2 | Read Yeats’ poems, *Victorian Poetry*, pp. 175-180  
|                     | Read Hardy’s poems, *Victorian Poetry*, pp. 148-152  
|                     | Group presentations  
|                     | Course Review; **Paper three Due (December 2)** |

**Note:** While this syllabus establishes the framework for the course, the instructor reserves the right to modify it as deemed necessary and for the course to adequately attain the goals for which it is intended.