Course Description
According to the SFA General Bulletin, English 318 is a “close study of British literature from the 1780s to 1901. The course will cover the literary schools of the period and major authors such as Wordsworth, Keats, Byron, Radcliffe, Austen, Scott, Tennyson, Rossetti, Arnold, Eliot, and Dickens.”

We will consider two major literary movements/eras:
- Romanticism (late 18th to mid-19th century)
- Victorianism (latter two thirds of the 19th century)

In terms of workload, this course will involve a substantial amount of reading and a moderate amount of writing. You will have reading assignments for every class period. Be sure that you budget plenty of time for reading on a regular basis outside of class. I will monitor the accomplishment of reading assignments through quizzes and other activities, such as informal presentations and literary analyses in small groups.

Required Texts
Stoker, Bram. Dracula.

Other Resources
Course Pack (supplied by instructor)
Internet access as we will be using these sites:
- The Victorian Web – http://www.victorianweb.org/
- Romantic Circles - http://www.rc.umd.edu/
- Romanticism and Victorianism from the British Library: http://www.bl.uk/romantics-and-victorians
- http://www.bl.uk/romantics-and-victorians/articles/dracula
English Program Learning Outcomes

Course Goals
Upon completion of this course, students will be able to:

- Describe the relationship between the literature and cultural movements of late eighteenth and nineteenth-century Great Britain.
- Identify important authors and works of Romantic and Victorian British literature.
- Explain the common Romantic and Victorian poetic genres and forms of fiction.
- Describe common subject matter of Romantic and Victorian non-fiction genres, such as the critical essay.
- Conduct credible research and write about Romantic and Victorian literary topics.

The above goals ensure this course fulfills these State of Texas Program Learning Outcomes:
1. The student will demonstrate the ability to read complex texts, closely and accurately.
2. The student will demonstrate the ability to comprehend both traditional and contemporary schools/methods of critical theory and apply them to literary texts to generate relevant interpretations.
3. The student will demonstrate knowledge of literary history in regard to particular periods of World, British and American literature.
4. The student will demonstrate ability to effectively conduct literary research.
5. The student will demonstrate the ability to write clear, grammatically correct prose for a variety of purposes in regards to literary analysis.

Assignments

Exam I - 20%
Participation – 20%
Digital Literature Review –20 %
Exam II - 20%
Final Paper - 20%

Exams
Exam I will cover our readings in Romanticism. Exam II will cover our readings in Victorianism.

Participation
This grade will consist of my evaluation of your participation in class and on d2l, as well as your research presentation. It will be calculated based on the average of the following grades:
1) Romanticism in-class discussions,
2) Group research presentation
3) Victorianism in-class discussions,
4) d2l discussion on Trollope
5) d2l discussion on Dracula.
6) In class Peer Review and CAT questionnaire
Digital Literary Review
Each student will conduct a literature review of digital scholarly resources available on an author/subject theme. You will synthesize your findings in a 5 page literature review essay. Details will be provided in a separate handout. Here are some links to general descriptions of literature reviews:
http://writingcenter.unc.edu/handouts/literature-reviews/
http://libguides.du.edu/litreview

Final Essay
You will write a 7-8 page research paper on a cultural problem of the late eighteenth-century, early nineteenth-century, or Victorian era British society as explored aesthetically and/or thematically by your chosen author. Details will be provided in a separate handout.

Grading
For each assignment, I calculate grades on a numeric scale first: I use a 10 point scale for quizzes and discussion posts, and I use a 100 point scale for tests, papers, and projects. Based on the numeric score, each assignment will also receive a letter grade, based on an A-F scale that uses plus and minus distinctions.

According to university policy, your final grade for the course will consist of a letter grade only (no plus or minus). If your grade is borderline, class participation, enthusiasm, and punctuality can help your final grade; lack of participation, disrespectfulness, and tardiness can hurt your final grade.

All of your writing for this course should adhere to the rules of standard English grammar, punctuation, and spelling (American). Here is a general description of my letter grades for written work:

A – 90-100% on exams and quizzes. On essays and formal written responses, this grade denotes superior composition, content, style, and mechanics; thoughtfulness, originality, and excellence in topic development, including vividly concrete details, insightful examples, and sophisticated analysis and synthesis of subject matter. Writing is mechanically pristine with only the smallest grammatical defects present (such as a missing comma or a single typo).

B – 80-89% on exams and quizzes. On essays and written responses, this grade denotes very good composition, content, style, and mechanics; thoughtful and adequate topic development; clear and complete details and examples; and consistency in style. Slight problems may be present in one or two areas, but the paper shows strength in others. The paper is not heavily impacted by mechanical errors.

C – 70-79% on exams and quizzes. On essays and written responses, this grade denotes acceptable content, but style, organization and mechanics are uneven and need revision, OR the composition is lacking in content and does not sufficiently consider the subject matter as evidenced by inadequate topic development and lack of concrete details, AND/OR the ethos of the writer is damaged by mechanical errors.

D – 60-69% on exams and quizzes. This grade represents below average, unsatisfactory work. On essays and written responses, the paper (whether through lack of effort, revision, editing, or some other reason) is not clear or focused. The paper is very uneven in its content, organization, and style. The meaning of the paper is obscured by mechanical errors.

F – Below 60% on exams and quizzes. On essays and written responses, the student did not do the work assigned. See me as soon as possible.
Attendance & Punctuality
Class attendance is required. In this class, you are allowed four absences with no penalty. **Missing more than four unexcused classes can result in your final grade being dropped five points for every additional day that you are absent.** For example, if your average for the class is 88, and you miss six classes without documented excuses, your final grade will be reduced by 10 points to a 78. Note that excused absences require official documentation. See university policy on guidelines for excused absences. See SFA policy for what constitutes an excused absence: [http://www.sfasu.edu/policies/class-attendance-and-excused-absence.pdf](http://www.sfasu.edu/policies/class-attendance-and-excused-absence.pdf)

Lateness
Occasional lateness a few times throughout the semester is understandable, but habitual lateness is unacceptable and will affect your grade. If you come in after I take role, see me immediately after class to be sure that I marked you late and not absent. Continued lateness will start to count as absences.

Missed Work
I will not repeat information given in class to those who were late or absent without a valid excuse. You cannot make up missed in-class activities unless you have a documented, excused absence. Regarding assignments, if you are unable to turn in a major paper or project on time, you must make arrangements with me in advance of the class meeting in which the assignment is due. If I agree with you that you have a compelling reason for missing a deadline, I will grant you a short extension. Otherwise, **I will deduct 5 points for every day of the work week (M-F) that work is late.**

Other Policies
The number one rule in my classroom is to treat others respectfully. I welcome lively conversation but not rudeness. Please turn off cell phones upon entering class unless you have a critical situation that requires your immediate attention. In the event that you accidentally leave your cell phone on, and it rings, just turn it off. If you have an emergency, quietly exit the classroom. Also, if you finish an in-class activity quickly, check with me before leaving. Do not just get up and leave.

Acceptable Student Behavior: Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic, or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance available to help SFA students succeed.

Academic Integrity (A-9.1): Academic integrity is the responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways, including instruction on the components of academic honesty as well as abiding by university policy on penalties for cheating and plagiarism. Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or
another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit. ALSO NOTE THAT YOU MAY NOT USE PAPERS THAT YOU YOURSELF HAVE WRITTEN FOR OTHER COURSES.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp.

**Withheld Grades Policy (A-54):**
The following is taken from SFASU’s *Policy Manual* (2012), “Semester Grades Policy” (A-54). At the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Students with Disabilities:** To obtain disability-related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**AARC**
Writing tutors are available in the SFA Academic Assistance and Research Center on the first floor of the library and through the AACR web page. See the SFA AARC web page for more information: http://library.sfasu.edu/aarc
### Weekly Schedule

**NOTE:**Read the author overviews. Information about the authors is included on the exams.

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>T 1/19</td>
<td>COURSE INTRODUCTION</td>
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<tr>
<td></td>
<td>Th 1/21</td>
<td>Robert Burns, “To a Mouse,” “A Man’s a Man for That”</td>
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<td>2</td>
<td>T 1/26</td>
<td>Robert Burns, “Tam O’Shanter,” “To a Haggis”</td>
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<td>Th 1/28</td>
<td>Digital Resources on Burns</td>
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<td>3</td>
<td>T 2/2</td>
<td>William Blake, “The Book of Thel,” “The Mental Traveler,” The Marriage of Heaven and Hell</td>
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<td>5</td>
<td>T 2/16</td>
<td>Coleridge, “Kubla Khan,” Christabel</td>
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<td>6</td>
<td>T 2/23</td>
<td>George Gordon Lord Byron, Don Juan Canto 1</td>
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<td>Th 2/25</td>
<td>John Keats, From Endymion, p. 1398-1402; La Belle Dame Sans Merci: A Ballad, p.1458</td>
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<td>7</td>
<td>T 3/1</td>
<td>Exam I</td>
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<td>Th 3/10</td>
<td>Research presentations</td>
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<td>SPRING BREAK</td>
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<td>9</td>
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<td>NO CLASS MEETING – Trollope, “A Ride Across Palestine.” D2l response to Trollope</td>
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<td>EASTER HOLIDAY</td>
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<td>10</td>
<td>T 3/29</td>
<td>Charles Dickens, “The Story of Little Dombey”</td>
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<td>Th 3/31</td>
<td>Arnold, Bronte, Hopkins</td>
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<td>11</td>
<td>T 4/5</td>
<td>Doyle, “The Adventure of the Speckled Band”</td>
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<td>Th 4/7</td>
<td>NO CLASS MEETING – Bram Stoker, Dracula, D2l response to Dracula</td>
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<td>T 4/12</td>
<td>Dracula</td>
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<td>Th 4/21</td>
<td>NO CLASS MEETING Digital Literature Review due in d2l</td>
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<td>14</td>
<td>T 4/26</td>
<td>Dracula</td>
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<td>Th 4/28</td>
<td>Exam II</td>
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<td>15</td>
<td>T 5/3</td>
<td>Peer Review and Conferences</td>
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<td>Th 5/5</td>
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<td>16</td>
<td>T 5/10</td>
<td>Final project due in my office and in d2l - 1:00-3:00</td>
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