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ENG 3806 001: British Romantic Literature

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BRITISH ROMANTIC LITERATURE
English 3806 Section 1
Fall 2017 / TuTh 12:30 - 1:45 pm / 3160 Coleman

Professor Suzie Park

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Email: sapark@eiu.edu
Office Hours: Monday and Wednesday 1-2
Thursday 2-3:30 and 4:45-5:15



Harry Potter and the Romantics

How could this boy be turning twenty? That is, how could the literary series about this boy be turning twenty? And why did this boy—“the chosen one”—become so ridiculously famous in the first place? “Harry Potter and the Romantics” is a course (and not the name of a bad cover band) that will focus on J. K. Rowling’s *Harry Potter* series as a modern cultural phenomenon that draws heavily on the particular fixations of the 18th- and 19th-century British Romantics. These obsessions include the gothic (in architecture and in storytelling), the unique individual (who knew that this was ever *not* a thing?), psychological aberration (lots of it), genius (for better or worse), search for origins, return of the repressed, and love of all things medieval (Hogwarts!).

Required Texts

Rowling, J. K. *Harry Potter and the Sorcerer’s Stone*. Scholastic, 1997.

----- *Harry Potter and the Chamber of Secrets* (1998).

----- *Harry Potter and the Prisoner of Azkaban* (1999).

----- *Harry Potter and the Goblet of Fire* (2000).

----- *Harry Potter and the Order of the Phoenix* (2003).

----- *Harry Potter and the Half-Blood Prince* (2005).

----- *Harry Potter and the Deathly Hallows* (2007).

Walpole, Horace. *The Castle of Otranto: A Gothic Story*. Edited by W.S. Lewis. Oxford University Press, 1998.

Wolfson, Susan and Peter Manning. *The Longman Anthology of British Literature*. Vol. 2A. 3rd ed. Pearson Longman, 2006.
Wordsworth, William. *The Prelude: 1799, 1805, 1850*. Edited by Jonathan Wordsworth. Norton, 1978.

COURSE OBJECTIVES

The primary aim of this course is to introduce you—through reading, writing, and discussion—to the field of British Romantic Literature. In this course, I expect that you will:

- gain a sound understanding of a range of literature from this important historical period
- gain an awareness of some of the major literary developments in Romanticism
- communicate effectively in both oral and written encounters
- reflect upon your own beliefs and consider the viewpoints and arguments of others
- review and understand scholarly literature, including articles and books
- economically incorporate and correctly document sources of ideas and information

COURSE POLICIES

LATE POLICY

Essays are due at the beginning of class. Late essays will be marked a full grade lower for every day late. Essays turned in a week past the deadline will be given a “zero.” In-class writing assignments and quizzes must be turned in by the end of class, and cannot be “made up” at a later date.

RESPECT

Because you have chosen to be in a university classroom, show respect for your professor and fellow students. Turn off the sound on your cell phone and any other electronic device. **I will lower participation grades aggressively for those who show disrespect for others. This especially includes texting in class.**

EMAILING POLICY

I want to get to know you and your work this semester. Thus I ask that you stop by my office during office hours (or other scheduled times) so that we can talk. **DO NOT EMAIL ME TO ASK FOR AN “UPDATE” ON MISSED ASSIGNMENTS, OR TO EXPLAIN AN ABSENCE.**

ESSAY FORMAT

Unless submitted on D2L, your paper should be paper-clipped. It must include page numbers. Format: 12-point Times New Roman font, double-spaced, with one-inch margins. Always submit your papers using correct MLA (Modern Language Association) format.

PLAGIARISM

Plagiarism will not be tolerated and will result in a failing grade on the assignment, if not for the course. I will follow the departmental policy on plagiarism:

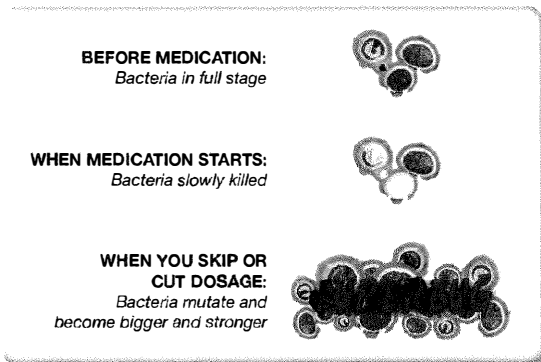
“Any teacher who discovers an act of plagiarism—‘The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one’s own original work’ (*Random House Dictionary of the English Language*)—has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignments, of a grade of F for the assigned essay and a grade of F for the course, and to report the incident to the Judicial Affairs Office.”

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

If you have a documented disability and wish to receive academic accommodations, please contact the Office of Disability Services (581-6583) as soon as possible.

ATTENDANCE, READING, PARTICIPATION, AND GRADING

Attendance is required in this seminar. **Every class absence will result in a 1% deduction (on a 100-point scale) from the total course grade.** As this is an upper-division literature course, there will be reading aplenty. I expect every member of our class to read very carefully—whatever the volume of pages assigned—and to **be prepared for discussion.**



<http://www.health-avenue.info/>

GRADING

Attendance and Participation in Discussion (15%)*

Midterm Exam (20%)

Final Exam (20%)

Essay One (20%)

Essay Two (20%)

*As the illustration above shows, when you skip or cut the recommended dosage of class readings and discussions, you develop a resistance to growing stronger in your literary knowledge and acumen.

Everyone begins with a virtual 15% in the “Attendance and Participation in Discussion” category. As I mention below, you will lose a full 1% for every class period or required conference with me.

In terms of participation, there are roughly 30 class meetings, such that each one is “worth” a half-percentage point (30 meetings x 0.5% = 15%). If I sense your lack of preparation and an unwillingness to contribute to class discussion, I will mark a deduction of up to 0.5% per class meeting. If you do not perform well on the occasional in-class writing assignment or quiz, or if you text, I also will deduct up to 0.5% per class. **If you miss 6 or more classes, you will fail this course.**

Name: ___DR. SUZIE PARK___ Essay #: ___ Title: ___SAMPLE GRADING RUBRIC_____

RUBRIC FOR WRITING ASSIGNMENTS

“A” Range: Outstanding. Original and creative ideas developed exceptionally well. Essay is flawlessly revised and proofread.

<i>Content:</i>	a persuasive, insightful presentation of your own ideas that analyzes the topic thoroughly
<i>Organization:</i>	clearly stated and specific thesis succeeding paragraphs follow logically from thesis body paragraphs are unified, organized, and coherent topic sentences turn on thesis introduction sets up argument and direction of essay conclusion considers the ramifications of thesis (answers questions, “So what?”)
<i>Evidence:</i>	appropriate number of quotes used as evidence to prove thesis quotations are integrated into the text of the essay (quotes are preceded by an identification of the speaker and a brief explanation of context)
<i>Style:</i>	quotations are followed by a thorough analysis that shows how they are evidence language is clear and concise with few grammatical or stylistic errors; word choice concise and precise strong, lively, and distinctive tone and voice throughout sentence structure fit for complexity of ideas (variety suited to sense; appropriate coordination, subordination, modification, and parallelism) literary present used throughout quotations punctuated and blocked properly

“B” range: Displays sound understanding of the text, some originality, and a sense of the issues involved in interpretation, rather than mere exposition; proofreading needed, mostly finished; may have one or two of the following problems:

<i>Content:</i>	structure and argument are clear, but ideas lack depth and/or detail paper covers topic adequately, but not thoroughly topic needs more analysis
<i>Organization:</i>	thesis is vague, difficult to understand and/or to prove body paragraphs do not follow logically from thesis body paragraphs are not unified, organized, coherent topic sentences are too vague or too general introduction does not set up direction of argument clearly; conclusion merely restates or summarizes thesis
<i>Evidence:</i>	too few quotations used as evidence or quotes do not prove thesis quotations are not integrated (see above) quotations need to be analyzed more thoroughly quotations are not cited properly
<i>Style:</i>	quotations are not blocked/punctuated properly a number of grammatical or stylistic errors (including vague, repetitious, or colloquial word choice; shifting tenses; wordy or convoluted sentences; punctuation problems) tone and voice either too stilted and formal or too casual for a college essay

“C” range: Displays either an uneven performance (serious flaws of comprehension and/or presentation alongside signs of talent) competent exposition without a real attempt at interpretation; further revision needed; essay has not been proofread; may have three of the problems outlined in the “B” range and/or:

<i>Content:</i>	no thesis or discernible argument depends on plot summary, rather than analysis and interpretation inadequate coverage of the topic
<i>Organization:</i>	introduction too vague, dull, confusing; conclusion overly general, repetitious, obvious, weak body paragraphs demonstrate problems with development/organization, which interfere with argument of essay topic sentences turn on plot
<i>Evidence:</i>	few quotations; little actual analysis too many quotations; no actual analysis
<i>Style:</i>	stylistic and grammatical errors interfere with the content of the essay sentences demonstrate problems with sentence boundaries (fragments, comma splices, run-ons) word choice often imprecise inconsistent tone and voice

“D” range: essay is off-topic (does not answer an assigned or approved topic; displays fundamental misunderstanding of the text); major revising needed, reads like a first draft; has three or more of the problems outlined in the “C” range; or **does not fulfill page requirements.**

“F”: no paper submitted; **paper has been plagiarized** (incorporates another author’s ideas or language without acknowledgment; or actually written by someone else).

COMMENTS:

UNIVERSITY-WIDE POLICIES

Academic integrity

Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards.

Students with disabilities

If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217-581-6583 to make an appointment.

The Student Success Center

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, text taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

Eastern Illinois University Learning Goals (<http://www.eiu.edu/learninggoals/revisegoals.php>)

EIU graduates reason and communicate clearly as responsible citizens and leaders in diverse personal, professional, and civic contexts.

Critical Thinking

EIU graduates question, examine, evaluate, and respond to problems or arguments by:

1. Asking essential questions and engaging diverse perspectives.
2. Seeking and gathering data, information, and knowledge from experience, texts, graphics, and media.
3. Understanding, interpreting, and critiquing relevant data, information, and knowledge.
4. Synthesizing and integrating data, information, and knowledge to infer and create new insights
5. Anticipating, reflecting upon, and evaluating implications of assumptions, arguments, hypotheses, and conclusions.
6. Creating and presenting defensible expressions, arguments, positions, hypotheses, and proposals.

Writing and Critical Reading

EIU graduates write critically and evaluate varied sources by:

1. Creating documents appropriate for specific audiences, purposes, genres, disciplines, and professions.
2. Crafting cogent and defensible applications, analyses, evaluations, and arguments about problems, ideas, and issues.

3. Producing documents that are well-organized, focused, and cohesive.
4. Using appropriate vocabulary, mechanics, grammar, diction, and sentence structure.
5. Understanding, questioning, analyzing, and synthesizing complex textual, numeric, and graphical sources.
6. Evaluating evidence, issues, ideas, and problems from multiple perspectives.
7. Collecting and employing source materials ethically and understanding their strengths and limitations.

Speaking and Listening

EIU graduates prepare, deliver, and critically evaluate presentations and other formal speaking activities by:

1. Collecting, comprehending, analyzing, synthesizing and ethically incorporating source material.
2. Adapting formal and impromptu presentations, debates, and discussions to their audience and purpose.
3. Developing and organizing ideas and supporting them with appropriate details and evidence.
4. Using effective language skills adapted for oral delivery, including appropriate vocabulary, grammar, and sentence structure.
5. Using effective vocal delivery skills, including volume, pitch, rate of speech, articulation, pronunciation, and fluency.
6. Employing effective physical delivery skills, including eye contact, gestures, and movement.
7. Using active and critical listening skills to understand and evaluate oral communication.

Quantitative Reasoning

EIU graduates produce, analyze, interpret, and evaluate quantitative material by:

1. Performing basic calculations and measurements.
2. Applying quantitative methods and using the resulting evidence to solve problems.
3. Reading, interpreting, and constructing tables, graphs, charts, and other representations of quantitative material.
4. Critically evaluating quantitative methodologies and data.
5. Constructing cogent arguments utilizing quantitative material.
6. Using appropriate technology to collect, analyze, and produce quantitative materials.

Responsible Citizenship

EIU graduates make informed decisions based on knowledge of the physical and natural world and human history and culture by:

1. Engaging with diverse ideas, individuals, groups, and cultures.
2. Applying ethical reasoning and standards in personal, professional, disciplinary, and civic contexts.
3. Participating formally and informally in civic life to better the public good.
4. Applying knowledge and skills to new and changing contexts within and beyond the classroom.