ENG 205: Survey of English Literature II: The Enlightenment through the Victorian Age

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Course Description: Throughout this course, we will read, discuss, and write about the literature of the enlightenment, romantic, and Victorian era. My goals in this class, in addition to providing an overview of this literature and the philosophical and cultural drives behind it, are to facilitate appreciation of literature through personal and emotional connections, as well as through a better understanding of the cultural context of these time periods. We will also work on developing a vocabulary and analytical tools appropriate for approaching literature within the existing academic discussion, and consider and problematize the concept of canonical literature.

Text and Materials:
- A notebook or folder to use as a reading journal; I will collect these periodically, so they must not have work for other classes in them.

Evaluation: This course involves both formal and informal writing. You will be graded on your willingness to participate and explore ideas as well as your analytical skills. Your improvement and commitment to the class, as demonstrated by your participation and portfolio, will also affect your grade. Everything except for in-class work should be typed, double-spaced, and stapled. All drafts must be turned in on time. Late work will earn a reduced grade. **SAVE EVERYTHING** for your portfolio! Your grade will be based on the following:

- **In-class writing, group work and participation:** Your attendance and involvement demonstrates your commitment to the class and to learning, and as such, it is very important to the learning experience of everyone in the room. Plan on being an active contributor to our discussions. This means reading work thoroughly, joining in class discussions, working with your group on various projects, writing in class, and commenting on the writing of other students. Your grade will be based on your willingness to help facilitate learning in the classroom as well as your personal commitment to the exploration of literature. These elements will comprise 15% of your grade.

- Reading Journal: For each piece that you read, I would like you to write up your responses in your reading journal. This is the place to record your personal response to the material, your interpretations, what you found most interesting about it, and at least three questions you have. Please bring your journals to class every day, as I will ask you to refer to them in discussion. I will not grade your individual entries, but I will collect journals periodically to check that they
demonstrate engagement with the material. Your reading journal comprises 15% of your grade.

- Presentation: In small groups you will be assigned one of the authors we are reading this term. On the day we discuss this author, your group will present the class with background information for the readings we are doing. This may include biographical information on the author, historical and cultural information pertinent to the text, or anything else you feel will help the class understand the day’s texts more fully. These presentations should take at least ten minutes, and I encourage you to supplement them with visual aids: handouts, posters, PowerPoint presentations! The important part, however, is that your presentation shows that you have carefully researched your author and time period and have brought new knowledge to share with the class. After presenting, I will ask you to start off class discussion. I would like you to prepare at least three thoughtful questions that are open-ended and will get us started in our consideration of the texts and authors. The class period following your presentation I would like you to turn your questions in to me along with a brief evaluation of your contribution to the presentation. Your presentation will comprise 15% of your grade.

- Two 4-6 page formal critical papers, due week 5 and week 9: Each paper should be a formal, thesis-based paper developing one main argument about the story and supporting it with evidence from the text. These papers will be assigned a letter grade based on the strength of your argument, effective writing, and use of textual evidence. Each of these papers will comprise 20% of your grade.

- Portfolio, due during finals week: Your portfolio should include all of your written work for the term, as well as a revision of at least one of the two formal assignments, and a cover letter discussing what you have learned over the term, what your current attitudes about literature are, which pieces you most enjoyed and why, and connections you see between the pieces you have read. You will receive a grade for your portfolio based on your revision, your improvement over the quarter, and the thoughtfulness of your cover letter. Your portfolio will comprise 15% of your grade.

- Attendance: Regular attendance is essential not only to your development as a reader and writer but also to the creation of a strong and supportive classroom community. If you are not regularly present, your participation grade will suffer. Please contact me by email to communicate about absences, and let me know as soon as possible if you will be missing class due to PSU athletic or cultural events, or for religious observances. Remember that you are responsible for making up all work missed. Please come to class on time, and stay for the entire period.

**Grading:**
A grade of C means that you’ve met the minimum requirements. A and B grades are honors grades.
Late work: I expect all work to be turned in on time. I will note all late work and it will affect your grade at the end of the term. I reserve the right to not accept work that is turned in too late to benefit your development in the course.

Incompletes: You must complete all assignments and turn in your portfolio in order to pass this course. Incompletes are rarely given, and I will allow them only in exceptional circumstances.

Plagiarism: Plagiarism is the misrepresentation of someone else’s work as your own, and also includes submitting the same or very similar papers for more than one course without the explicit permission of both instructors. We will further discuss proper forms of citation, paraphrase, etc. in class. Plagiarism is grounds for failure.

Behavior: Please treat your colleagues in the classroom with respect. Take your own and your classmates’ work seriously. Come to class on time and be prepared to discuss the readings and engage in group work. Please turn off cell phones before entering the classroom.

The Writing Center: Knowledgeable and friendly consultants offer help with all phases of the writing process. Students can stop by 118 F Cramer Hall for an appointment, or call 725 3570, or visit the web site at www.writingcenter.pdx.edu.

Learning disabilities: Please let me know during the first week of class if you have any documented learning disabilities or other circumstances for which you need special provisions to help you in the class. The campus Disability Resource Center is located in 435 Smith Memorial Center and online at www.ess.pdx.edu/iasc/drc.

Tentative schedule: This schedule is very subject to change. Please come to class every day to stay caught up with assignments; if you are absent and need to find out what you missed, first contact a class member, and then, if necessary, email me.

Week 1: The Restoration: Dryden and Pope
Week 2: An age of reason: Swift and Samuel Johnson
Week 3: Social problems: Behn, Equiano, Burney, Finch
Week 4: Transition to Romanticism: Wollstonecraft, Barbauld, Blake
Week 5: Tuesday: Workshop papers; Thursday: Paper due; Nature in Romantic poetry: The Wordsworths
Week 6: The imagination and the artist: Coleridge, Byron, Shelley, Keats
Week 7: Victorian poetics: Tennyson, Arnold, Hopkins, Rossetti
Week 8: Decadence: Wilde
Week 9: Tuesday: Workshop paper; Thursday: Paper due; Catch up
Week 10: Tuesday: Catch up; Thursday: Workshop revisions
Finals: Portfolio due by 5 pm Tuesday in my office or mailbox
First Day Info

Please list your name, your email address, and your major at the top of the page. If you have any special needs or disabilities, or if there is any information you would like to share with me that will allow me to help you to be successful in the class, please let me know.

Why are you taking this class? If you’re an English major, why did you decide to become an English major?

What kind of assignments or activities have you particularly responded to in other literature courses? What have you found to not work well? How do you feel about writing about literature?


What expectations do you have for this course? Have you studied these time periods previously? If so, what did you respond to? What didn’t you like?

Perhaps most importantly: what do you hope to learn from this course? In a perfect world what would you gain over the course of the term in this particular class?

What are your preferences for the presentation assignment? See below, and let me know if there is a particular author you are interested in, or a time period, or if you’d simply like to get it over with as soon as possible. I will try to match you all up with an author you’re interested in, but you may want to list second or third choices. Additionally, let me know here if you would prefer to work alone on this. Presentations will begin week 3.

**Enlightenment Era:**
Aphra Behn
Olaudah Equiano
Frances Burney
Anne Finch, Countess of Winchilsea

**Romantic Era:**
Anna Letitia Barbauld
Mary Wollstonecraft
William Blake
William Wordsworth
Dorothy Wordsworth
Samuel Taylor Coleridge
George Gordon, Lord Byron
Percy Bysshe Shelley
John Keats
**Victorian Era:**
Alfred, Lord Tennyson
Matthew Arnold
Gerard Manley Hopkins
Christina Rossetti
Oscar Wilde