

English 2301E
2017-18
Section 530
Tues. 1:30-2:30
Thurs. 12:30- 2:30
Room 302A

Major British Authors

Fall Semester:

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Winter Semester:

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Description

What makes a literary classic? This survey charts the history of British literature through study of its major authors, from the anonymous poet who wrote *Beowulf* to the contemporary dramatist Tom Stoppard. Such writers as Chaucer, Donne, Shakespeare, Milton, Wordsworth, Coleridge, Byron, Arnold and Yeats are read along the way.

Prerequisite(s): At least 60% in 1.0 of English 1020E or 1022E or 1024E or 1035E or 1036E or both of English 1027F/G and 1028F/G, or English 1901E, or permission of the Department.

Antirequisite: The former English 2307E.

Evaluation

Presentation (Fall)	5%
Presentation (Winter)	5%
Class exercises/Quizzes (Fall)	10%
Class exercises (Winter)	10%
Short Essay I (Thurs., Oct. 19, 1000 words)	5%
Short Essay II (Thurs. Nov. 30, 1000 words)	10%
Term Test (December exam period)	10%
Term Essay (2000-2500 words)	20%
Final Exam	<u>25%</u>
	100%

Course Texts

The Norton Anthology of English Literature: Major Authors. 9th Edition. Norton. 2 volumes
ISBN 978-0-393-91964-6 and 978-0-393-91965-3

Shakespeare, William. *Henry IV, Part II* (Pelican) ISBN 9780140714579 (or another well-annotated edition)

Stoppard, Tom. *Arcadia*.

Policy on Late Assignments

For tests and assignments worth 5% or more, the student must meet with an academic advisor to provide documentation for accommodation. Late essays that have not been approved for academic accommodation will be penalized at a rate of 5% per day. Late essays will not be accepted after the end of term.

PLAGIARISM of any kind is a serious academic offence. Be advised that electronic plagiarism-detection programmes will be used and essay banks checked, if the professor has any suspicion of plagiarism. Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing both in the body and at the end of the assignment. Any borrowings from secondary sources, whether wordings or ideas, must be acknowledged BOTH in the main body of your essay AND at the end in a bibliography or works cited! If you have any doubts about how to document your work correctly, check with your professor prior to handing in your essay. See the Scholastic Offence Policy in the Western Academic Calendar.

Course Objectives (a selection):

Among other things, by the end of the course the successful student will be able to:

1. Describe the typical features of English literature from the different historical periods. (*Critical Thinking; Inquiry and Analysis*)
2. Describe how a literary work reflects the historical context in which it was written. (*Critical Thinking; Inquiry and Analysis*)
3. Understand a wide variety of challenging literary texts from different historical periods. (*Critical Thinking; Inquiry and Analysis*)
4. Recognize and explain the effectiveness of a variety of poetic elements and techniques. (*Critical Thinking; Communication*)
5. Write a coherent and clear essay that accurately discusses the features of a literary work. (*Critical Thinking; Inquiry and Analysis; Communication*)

6. Analyse in well-written prose how the elements of a poem work together to achieve a cohesive effect. (*Critical Thinking; Communication*)
7. Identify some of the major writers and works of the English literary tradition.
8. Identify a wide variety of poetic forms and genres, and explain how poets use, manipulate, extend and combine these forms and genres. (*Critical Thinking; Communication*)
9. Develop well-organized, effective, and rich arguments on literary topics of the period. (*Critical Thinking; Inquiry and Analysis; Communication*)
10. Write clearly and concisely on complex topics. (*Communication;*
11. Present, in an oral format, a scholarly discussion of a literary work of the period. (*Critical Thinking; Inquiry and Analysis; Communication*)

(Italicized text in brackets identifies the relevant Brescia competencies.)

Syllabus

Fall Term

Sept. 7

Introduction to course: the practise of literary history

Overview of the Middle Ages and Introduction to *Beowulf*

Students should begin reading "Introduction to the Middle Ages" in *The Norton Anthology*, vol. A, pp. 1-23; and *Beowulf*, vol. 1, pp. 26ff

Week of Sept. 11

"Introduction to the Middle Ages" in *The Norton Anthology*, vol. A, pp. 1-23.

Beowulf, vol. 1, pp. 26ff

Thurs. Sept. 14 Quiz on Norton reading

Week of Sept. 18

Beowulf

Thurs. Sept. 21 Quiz on *Beowulf*

Weeks of Sept. 25 and Oct. 2

Chaucer, *The Canterbury Tales*:

Selections from "The General Prologue", vol. A, p. 170ff [read lines 1-164]

"The Nun's Priest's Tale", vol. A, pp. 207-34

Thurs. Oct. 5, Quiz on Chaucer

Oct. 9-13 Fall Reading Week

Week of Oct. 16

"Introduction to the Sixteenth Century" in *The Norton Anthology*, vol. A, pp. 319-45

Sidney, Sonnets from *Astrophil and Stella*
Shakespeare, *Henry IV, Part II*

Tues. Oct. 17, Quiz on Norton reading
Short Essay I due

Week of Oct. 23

Shakespeare,

Tues. Oct. 24 Quiz on Shakespeare, *Henry IV, Part II*

Week of Oct. 30

"Introduction to the Early Seventeenth Century" in *The Norton Anthology*, vol. A, pp. 575-97

Thurs. Nov. 2 Quiz on Norton reading

Donne, "The Anniversary" (hand-out), "The Funeral", "A Valediction: Forbidding Mourning" (p. 611); *Holy Sonnets*, #7, 10, 14) (pp. 622-4)

Week of Nov. 6

Milton, *Paradise Lost* (Selections: Books 1, 2, Book 4, lines 410-535)

Week of Nov. 13

Paradise Lost, Book 9; Book 10, 415-584; Book 12, 552-649

Thurs. Nov. 16 Quiz on *Paradise Lost* readings

Weeks of Nov. 20

"Introduction to The Restoration and the Eighteenth Century" in *The Norton Anthology*, vol. A, pp. 853-76

Tues. Nov. 21, Quiz on Norton reading

Swift, *Gulliver's Travels*, Parts 1, 2, and 4

Thurs. Nov. 23, Quiz on *Gulliver's Travels*

Week of Nov. 27

Swift

Pope, *The Rape of the Lock*

Short Essay II due

Tues. Dec. 5

Pope, *The Rape of the Lock*

Winter Term

Tues. Jan. 9

"Introduction to The Romantic Period" and Timeline (Norton Vol. 2, pp. 3-30)

William Wordsworth, "My Heart Leaps Up" (p. 178) and "The Tables Turned" (p. 130)

Thurs. Jan. 11

Preface to *Lyrical Ballads* (Norton pp. 135-147)

William Wordsworth, “The Solitary Reaper” (p. 181) and “Lines Composed a Few Miles Above Tintern Abbey” (p. 131)
Assignment of presentations

Tues. Jan. 16

Samuel Taylor Coleridge, “On the Imagination” from Chapter 13 of *Biographia Literaria* (p. 304) and “Frost at Midnight” (p. 290)

Thurs. Jan. 18

Coleridge, “Kubla Khan” (p. 272)

Class exercise - Reading Response to Norton Introduction to Romanticism/Wordsworth and Coleridge

Tues. Jan. 23

George Gordon, Lord Byron, “She Walks in Beauty” (p. 318) and “Darkness” (p. 320)

Thurs. Jan. 25

Lord Byron, “Juan and Haidee” excerpt from Canto the Second of *Don Juan* (pp. 361-375)

Class exercise – Reading Response to Byron

Tues. Jan. 30

Percy Bysshe Shelley, “To a Sky-Lark” (pp. 414-416)

Thurs. Feb. 1

John Keats, “Ode to a Nightingale” (pp. 492-4)

Class exercise – Reading Response to Shelley and Keats

Tues. Feb. 6

“Introduction to The Victorian Age” and Timeline (Norton, pp. 533-559)

Alfred, Lord Tennyson, “Break, Break, Break” (p. 627) and “Ulysses” (p. 624)

Thurs. Feb. 8

Robert Browning, “My Last Duchess” (p. 716)

Christina Rossetti, “In An Artist’s Studio” and “A Birthday” (p. 801)

Class Exercise – Reading Response to Norton Introduction to the Victorian Age and Tennyson/Browning/Rossetti

Tues. Feb 13

Matthew Arnold, excerpt from “The Study of Poetry” (pp. 786-797) and “Dover Beach” (p. 764)

Thurs. Feb. 15

Gerard Manley Hopkins, “God’s Grandeur” (p. 820), “As Kingfishers Catch Fire” (p. 821), “The Windhover,” (p. 822), “Pied Beauty” (p. 822) and “Thou are indeed just, Lord” (p. 828)

Feb. 19-23 Winter Reading Week

Tues. Feb. 27

Robert Louis Stevenson, *The Strange Case of Dr. Jekyll and Mr. Hyde* (Norton, pp. 831-873)

Thurs. March 1

Stevenson, *Jekyll and Hyde*

Class Exercise – Reading Response to Stevenson

Tues. March 6

Stevenson, *Jekyll and Hyde*

Research paper preparation

Thurs. March 8

Introduction to the Twentieth Century and After” (Norton, pp. 959-984)

Thomas Hardy, “Hap” (p. 988) and “The Darkling Thrush” (p. 989)

Tues. March 13

William Butler Yeats, “The Second Coming” (p. 1073)

Thurs. March 15

T. S. Eliot, “Journey of the Magi” (p. 1322-3) and “The Love Song of J. Alfred Prufrock” (p. 1301)

Class Exercise – Reading Response to Introduction to Twentieth Century/Eliot

Tues. March 20

W. H. Auden, “As I Walked Out One Evening” (p. 1413)

Dylan Thomas, “The Force that Through the Green Fuse Drives the Flower” (p. 1429)

Thurs. March 22

Philip Larkin, “Church Going” (p. 1434-6) and “High Windows” (p. 1438)

Seamus Heaney, “Digging” (p. 1471) and “Punishment” (p. 1475)

Tues. March 27

Postmodernism, background to Tom Stoppard, *Arcadia*

Thurs. March 29

Stoppard, *Arcadia*

Class Exercise – Reading Response to Stoppard

Tues. April 3

Stoppard, *Arcadia*

TERM ESSAYS DUE

Thurs. April 5

Stoppard, *Arcadia*

Tues. April 10 – LAST DAY OF CLASS

Catch up and exam review

2017-18 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation. Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated. Documentation shall be submitted as soon as possible to the student's Academic Advisor indicating the period of illness and when the student should be able to resume academic responsibilities. Students must submit their documentation along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are **not** grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded from:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf. The student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is **not** adequate to support a request for academic accommodation.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full policy on requesting accommodation due to illness can be viewed at:

<http://westerncalendar.uwo.ca/2017/pg117.html>

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, <http://brescia.uwo.ca/academics/registrar-services/> or the list of official dates <http://westerncalendar.uwo.ca/2017/pg7.html>). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory (<http://westerncalendar.uwo.ca/2017/pg130.html>)

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate.

4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf.

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using

quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Student Academic Appeals under Academic Rights and Responsibilities in the Western Academic Calendar (<http://westerncalendar.uwo.ca/2017/pg112.html>).

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices (http://www.uwo.ca/univsec/pdf/academic_policies/exam/evaluation_undergrad.pdf and http://www.uwo.ca/univsec/pdf/academic_policies/exam/finalgrades.pdf).

6. PREREQUISITES

Unless you have either the prerequisites for a course or written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisite(s).

7. SUPPORT

Support Services

The Brescia University College Registrar's website, with a link to Academic Advisors, is at is at <http://brescia.uwo.ca/academics/registrar-services/> . The website for the Student Development Centre at Western is <http://www.sdc.uwo.ca/> .

Mental Health and Wellness

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about mental health and wellness at Brescia at <http://brescia.uwo.ca/life/mental-health-wellness/>. Students who are in emotional/mental distress should refer to Mental_Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Sexual Violence

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at <http://brescia.uwo.ca/life/sexual-violence/>.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.