

**EN326-01: Victorian Literature
SPRING 2017**

Instructor Information

Professor: Cheryl Blake Price
Office: Willingham Hall 215
Office Hours: TR 1-3pm

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Course information

Class location: Bibb Graves 307

Meeting times: TR 9:30-10:45am

About this class:

Extensive reading in the works of major authors of the Victorian period.

Course Goals and Objectives:

- Sharpen critical reading and thinking skills through course material and discussion
- Gain a well-rounded understanding of the Victorian Period's major authors and works
- Generate an original interpretation of a work of literature
- Write a critical response to a work of literature without the aid of outside sources
- Write a critical essay about literature that incorporates and cites appropriate scholarly sources
- Gain experience working with primary materials, as well as editing and annotating these sources

Required Material:

Norton Anthology of British Literature: The Victorian Age. Vol. E. Ed. Stephen Greenblatt
David Copperfield by Charles Dickens
Mill on the Floss by George Eliot

Assessment:

Exam 1: 15%

Exam 2: 15%

Exam 3: 15%

Primary Source Project: 30% (15% transcription/annotation; 15% paper)

Quizzes: 25%

Official Grade Scale:

A: 90-100 B: 80-89 C: 70-79 D: 63-69 F: Below a 63

Course Policies:

Attendance:

Attendance and participation are essential for doing well in this course. Students absent for more than two weeks (4 TR meetings) will have their final grades deducted one-third of a letter grade for each additional absence unless they have an appropriate excuse for the absence. **After four weeks of absences (8 total), students are ineligible to pass the course whether or not the absences are excused.** Excused absences include religious holidays, letter-supported

athletic events, or serious illness (with appropriate documentation). I will consider attendance issues on a case-by-case basis and these will be decided at my discretion. I do not make a distinction between “excused” or “unexcused” absences: you have four, use them wisely. You are responsible for making up all missed work in a timely manner. In-class participation and assignments cannot be made up.

ADA:

Any student who is has a disability and who can benefit from any adjustments to the classroom should speak with me. If you haven’t already, you should also contact the Division of Disability Resources and Educational Services (333-1970) for assistance with accommodations.

TITLE IX:

The University of North Alabama has an expectation of mutual respect. Students, staff, administrators, and faculty are entitled to a working environment and educational environment free of discriminatory harassment. This includes sexual violence, sexual harassment, domestic and intimate partner violence, stalking, gender-based discrimination, discrimination against pregnant and parenting students, and gender-based bullying and hazing.

Faculty and staff are required by federal law to report any observations of harassment (including online harassment) as well as any notice given by students or colleagues of any of the behaviors noted above. Retaliation against any person who reports discrimination or harassment is also prohibited. UNA’s policies and regulations covering discrimination and harassment may be accessed at www.una.edu/titleix. If you have experienced or observed discrimination or harassment, confidential reporting resources can be found on the website or you may make a formal complaint by contacting the Title IX Coordinator at 256-765-4223.

Plagiarism:

Plagiarism, or “us[ing] someone else’s work without giving proper credit to the originator,” is a serious offense in any academic setting. Plagiarism is a counterproductive, non-writing behavior that is unacceptable in a course intended to aid the growth of individual writers. We will discuss proper use of sources this semester, and I expect that you will employ the strategies we discuss. If I find evidence that you have deliberately committed any form of plagiarism, such as obtaining a paper from an online paper mill or fraternity file, having someone else write a paper for you, or paraphrasing or copying from an outside source without acknowledging the source, I will penalize you according to University policy, which usually means a failing grade for either the assignment or the class. Please keep this in mind as you do your work for this class.

Civility and Electronic Devices:

In a class environment that prizes the participation of all its members, it is vital that we engage in civil, considerate dialogue. While you should feel free to voice your opinions, comments which are violent, belligerent, and/or insulting will not be tolerated. Along with this, I expect that you will respect your peers and myself by giving class time your full attention. With this in mind, I will ask you to discontinue the use of electronic devices which are not being used for class purposes. I will consider the use of these devices as

disruptive and, if you continue to use them, may ask you to leave.

Syllabus Change Policy:

Each group of students is unique and, in order to facilitate your specific educational needs, I may have to adjust the syllabus and/or weekly schedule. If I need to do this, I will let you know and will not change anything that has the potential to negatively affect your grade.

Assignment Information:

When necessary I will provide additional prompts for the following assignments

Essay Exams:

There will be three in-class essay exams which will ask students to identify and answer a short set of questions on a passage and additionally write an essay in response to a pre-set list of prompts. This is an open book and open note exam; it is expected that students will use their books to provide quotes from the text as evidence for their argument. Essays should be well-developed with a clear thesis, introduction, evidence, and conclusion.

Readings and Reading Quizzes:

Readings should be completed on the day that they are listed on the course schedule, and close, careful reading of the assigned texts is essential for doing well in this class. We will have a total of 12 quizzes (about one per week) during the semester. Each quiz will test your knowledge of the readings being covered for the week. Quizzes can be made-up during office hours or by appointment, and must be made up within a week of the student returning to class. Note: you must be absent to make-up a quiz. If you are so late you miss the quiz, or if you have not done the reading, you are ineligible to make-up a quiz. There will be opportunities throughout the semester to take alternative quizzes that will replace a lower quiz grade.

Primary Source Project:

This assignment requires you to work closely with Victorian primary sources and is a two-part project. If acceptable to both student and instructor, these projects will be published on the internet.

Part I: Transcription and Annotation:

1. You will be assigned one volume of either *The Strand* or *All the Year Round* (or other periodical if I can get ahold of them).
2. You will choose one full-length work of fiction to transcribe and annotate. Your project should meet these requirements:
 1. The source you choose should be rare or under-examined (works by famous authors are okay, but they should be relatively unknown). For *The Strand*—no Sherlock Holmes, etc.
 2. The source should not be available in (stand-alone, printable) full-text anywhere else. Pick something that is interesting and engaging to you and that you believe has some literary merit.

3. The source must not have multiple parts. The story can be a part of a series but it must be a stand-alone work.
4. Before the transcription you must provide a short introduction (100-200 words will suffice) with the author information (if you can find it) and the publication history of the piece.
5. In addition to transcribing the work, you will also annotate it. Annotations should only be used when necessary—you don't get more points for more annotations. We will discuss this further during in-class workshops.
6. This part will be graded on the quality of source you select, how accurately you transcribe the work, and how judicious, helpful, and informative your annotations are to a general audience.
7. This is to be turned in as a Word document.

Part II: Critical Essay:

1. Using your primary source as the text under examination, you will write a 4-5 page paper using at least 2 secondary sources. You may opt to write on any topic that is pertinent to your source. This essay should elucidate and thoroughly explore a theme or apply a theoretical lens to your primary source. It should have an argument, use quotes from the source, and integrate the secondary sources into your supporting evidence.

Group Work:

At the beginning of the semester, students will be divided into four groups. This will be your groups for the remainder of the semester. Whenever we have group work, students will earn points for their performance. Points may also be given for participation and attendance or anything else you do that is particularly clever. Points may be deducted for poor performance. I will keep a running tally and am the final arbiter of points. Points will help you on quizzes, tests, etc.

Course Schedule:

Week 1: Welcome

R 1/12: Welcome and orientation to the course

Week 2: Carlyle and Tennyson

T 1/17: *Thomas Carlyle* all excerpts from *Sartor Resartus* (1006-1024)

R 1/19: *Alfred, Lord Tennyson* "Mariana" (1112-4) and "The Lady of Shalott" (1114-8). **Quiz #1**

Week 3: Tennyson cont. and Gaskell

T 1/24: *Tennyson* "The Lotus-Eaters" (1119-23), "Ulysses" (1123-25), "The Charge of the Light Brigade" (1188-9)

R1/26: *Elizabeth Gaskell* "The Old Nurse's Story" (1239-1247). **Quiz #2**

Week 4: Collins and Arnold

T 1/31: *Wilkie Collins* "Mr. Lepel and the Housekeeper" pdf on Canvas

R 2/2: *Matthew Arnold* "The Scholar Gypsy" (1362-7), "Dover Beach" (1368-9), from *Culture and Anarchy* Chapter 1: Sweetness and Light (1398-9). **Quiz #3**

Week 5: Browning and Exam 1

T 2/7: *Robert Browning* “Porphyria’s Lover” (1252), “Soliloquy of the Spanish Cloister” (1253-4), “My Last Duchess” (1255), “Childe Roland to the Dark Tower Came” (1266-71). **Alt. Quiz #1**

R 2/9: **Exam 1**

Week 6: Oscar Wilde

T 2/14: Project Workshop: Bring computers. Have chosen your primary source and have begun transcription (at least one page completed). Go over annotations.

R 2/16: *Oscar Wilde*. “Pen, Pencil, Poison;” “The Ballad of Reading Gaol” both pdfs on Canvas.

Quiz #4

Week 7: Dickens—Volume I of *David Copperfield*

T 2/21: Have read through Chapter X (I become neglected)

R 2/23: Chapters XI (I begin life on my own account)--XX (Steerforth’s House). **Quiz #5**

Week 8: Dickens—Volume II of *David Copperfield*

T 2/28: XXI (Little Em’ly)--XXXII (The Beginnings of a long Journey)

R 3/2: XXXIII (Blissful)--XLII (Mischief). **Quiz #6**

Week 9: Dickens—Volume III of *David Copperfield*

T 3/7: XLIII (Another Retrospect) -- LIII (Another Retrospect)

R 3/9: LIV (Mr. Macawber’s Transactions)-END. **Quiz #7**

Week 10: Rossetti and Exam 2

T 3/14: *Christina Rossetti* “Goblin Market” (1466-77), “No, Thank You, John” (1478). **Alt. Quiz #2**

R 3/16: **Exam 2**

Week 11: Kipling and Workshop

T 3/21: *Rudyard Kipling*. “Lispeth” pdf on Canvas. “The White Man’s Burden” (1821). **Quiz #8**

R 3/23: Project workshop: Bring work on transcription and annotation so far. Must have at least 5 pages completed.

Week 12: Spring Break

T 3/28: No Class

R 3/30: No Class

Week 13: Eliot—*The Mill on the Floss*

T 4/4: **Transcription due.** Have read I through VIII (Mr. Tulliver shows his Weaker side) of Book First

R 4/6: Have read IX of Book First (To Garum Firs) through IV of Book Second (The young Idea) **Quiz #9**

Week 14: Eliot

T 4/11: Have read V of Book Second (Maggie's second Visit) through VIII of Book Third (Daylight on the Wreck)

R 4/13: Have read IX of Book Third (An Item added to the family Register) to V of Book Fifth (The cloven Tree) **Quiz #10**

Week 15: Eliot—Volume III of

T 4/18: Have read VI of Book Fifth (The hard-won Triumph) through IX of Book Sixth (Charity in Full-dress)

R 4/20: Have read X of Book Sixth (The Spell seems broken) to end. **Quiz #11**

Week 16: Women's' Issues and Exam 3

T 4/25: *Sarah Ellis*: "The Women of England" (1583-4); *Coventry Patmore*: "The Angel in the House" (1585); Bring transcriptions for workshop. **Quiz #12**

R 4/27: **Exam 3**

Week 17: Last Week of Class

T 5/2: Final Workshop: Present on your project. Go over secondary sources and paper issues.

*****Primary Source Paper due 5/8 at NOON******