COURSE DESCRIPTION:

This course is a survey of the literary landscape of the Romantic era, an exciting 40-year period of British history defined by revolution, reaction, war, and, consequently, significant socio-political, cultural, and aesthetic change. At the dawn of the French Revolution, Britain looked ripe for meaningful political change; the conservative backlash against events in France, however, would largely thwart that movement until the 1820s. At the turn of the nineteenth century, the novel is a suspect, ‘low,’ protean form; well before the period’s end, as Ina Ferris argues, the novel has achieved “literary authority,” entering into the ranks of respected genres and taking on the characteristics that have come to define the form. From the death of Alexander Pope to the 1780s and 1790s, poetry is in a state of what John Sitter has termed “literary loneliness,” a condition characterized by poets struggling to identify poetry’s proper purpose and audience; by the middle of the Romantic period, however, our understanding of what constitutes a “poet” has been radically redefined and poetry itself has been refashioned into the more introspective, lyrical literary expression with which we continue to associate it. In this course, we will be exploring these and other such seismic transformations in British culture through a representative selection of Romantic-era authors.

This course is Blackboard Learn supported. Blackboard Learn is a virtual extension of the classroom, and students are expected to be familiar with everything circulated by its means. You should plan to check out our course page at least 2-3 times a week.

Finally, this course is designed primarily with those students in mind who are pursuing the English major and minor. I have selected The Norton Anthology as our main text on the understanding that such students have already purchased the 6-volume set, thus helping to keep textbook costs to a minimum.
LEARNING OUTCOMES:

By the end of this course, successful students should be able to:

- **Demonstrate mastery of the significant terms explored in the course.** This includes the ability to
  - define, explain, and elaborate on those terms;
  - locate and expand on relevant examples; and
  - use those terms appropriately to develop analyses in their assignments.

- **Create an effective research paper on a literary topic that**
  - develops an argument informed by recent, relevant scholarship;
  - is structured to advance its thesis, using a thesis statement, a direction statement, topic and concluding sentences, and paragraphing that advances the argument;  
  - engages closely with the words of the primary texts under study, unpacking those words to show how they advance a point being made;
  - engages closely with the arguments and words of the secondary texts, unpacking their words and arguments to show how they advance a point being made; and
  - documents all sources using proper MLA style.

- **Create analytical readings of texts that are informed by the socio-political, cultural, and aesthetic developments of their authors’ moment in history.** This involves, for the texts studied, constructing readings that
  - relate texts to contexts;
  - create linkages between developments in a period and authors’ aesthetic and ideological expressions; and
  - demonstrate an awareness that literary texts intersect with the real developments of their authors’ society.

- **Elaborate thoughtfully and intelligently on the Romantic period.** This includes the ability to elaborate in some depth on
  - significant generic innovations and literary developments;
  - major historical, political, and cultural events;
  - core concerns and ideological positions expressed by the authors; and
  - relationships between the authors’ ideological positions.

REQUIRED TEXTS:


These books are available at Benjamin Books (122 Osgoode Street; 613-232-7495).

If you haven’t already done so, I strongly encourage you to download the Department of English’s free Style Guide. You’ll also require access to a style manual (if you’re in the library, use *The MLA Handbook* [LB 2369 .G522 2009]; if you’re at home, try the OWL Purdue website), a good dictionary (the Oxford English Dictionary is accessible from our library’s online databases), a grammar aid (*Checkmate* [RSV, PE 1408 .B865 2008] is a good one, but there are many online, including the university’s *Hypergrammar*), and a
dictionary of literary terms (J. A. Cuddon’s *Dictionary of Literary Terms and Literary Theory* [PN 41. C83 1998; also available as an online edition]).

**EVALUATION:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pop Quizzes (best 3 of 4, 5% each)</td>
<td>15%</td>
<td>Ongoing—random days &amp; times</td>
</tr>
<tr>
<td>Writing Portfolio (4 assignments, 2-6% each)</td>
<td>20%</td>
<td>Jan. 21st, Feb. 2nd, Feb. 11th, Mar. 1st/3rd</td>
</tr>
<tr>
<td>Research Paper</td>
<td>30%</td>
<td>Mar. 29th</td>
</tr>
<tr>
<td>Final Exam</td>
<td>35%</td>
<td>TBA—April 14th-27th</td>
</tr>
</tbody>
</table>

**TEACHING APPROACH:**

I teach in a way that doesn’t just invite your participation, but rather that demands it. In this class, you can expect me not to lecture at you in 80-minute intervals. Instead, I will be giving mini-lectures interspersed by activities that require your involvement. These activities will give you opportunities to practice and develop the skills and content mastery announced in my learning outcomes, to measure the progress of your learning, and to consolidate the knowledge and skills worked on in each class. Come prepared to be an active participant in your own learning.

**COURSE POLICIES:**

**Attendance:** Regular attendance is vital to securing a passing grade in this course. About 20% of your grade is determined by the work you do in class and will directly influence the paper (worth 30%) you produce. The exam, which covers materials taught in class, accounts for the other 35% of your grade. In addition, I use an active learning approach, which means no amount of notes or consultation will capture the learning experience of the classroom. Commit now to regular attendance. If you need further motivation, note that if you miss 6 or more full classes in the term, I will award you with an “Incomplete” for the course. Exceptions may be made, but only for students who can provide official documentation and/or who have demonstrated commitment to the course.

During each our meetings, I will circulate a sign-in sheet. These sheets are the final authority on your attendance record. If you must leave class early or come in late, let me know in advance and you will get credit for that part of the class you attended—otherwise, failure to sign the sheet counts as an absence. Substantially late arrivals or early exits will be recorded. Every two weeks or so, I will update the “Weekly Attendance Sheet” on Blackboard. It is your responsibility to keep up-to-date on this.

Note: anyone who misses class is responsible for catching up with missed material. I’d strongly recommend reviewing the slides for the class missed, getting notes from a friend, and seeking me out during office hours, at which time I’ll direct you to relevant sources. In every scenario involving your absence, be aware that you’re responsible for taking initiative to make sure your grade doesn’t suffer.

**Basic Preparation:** As a matter of course, you are expected to 1) attend all class meetings; 2) complete the scheduled readings beforehand; 3) arrive prepared to discuss
what you have read; 4) bring the relevant text(s) to class; 5) prepare and bring to class a thesis / outline document for the peer review day; and 6) have a pen and a piece of paper on hand in case of a Pop Quiz. I strongly recommend taking notes on the lectures and keeping a record of the passages and terms we discuss in class. Writing in the margins of your books and marking off key passages as you read is also a good idea. Passages and terms discussed in class are likely to appear on the quizzes and exams.

**Classroom Etiquette:** On the first day of class, we will discuss as a class expectations that we have for one another regarding what happens during class time. We’ll discuss and establish an agreed upon list of classroom rules, to be posted afterwards on Blackboard, on the subjects such as the following:

- How do we feel about food and drink in the classroom?
- What will be our position on laptops and cell phones in the classroom? How can we make sure that we’re harnessing these technologies for learning?
- What constitutes respectful behaviour in this class and how will we promote it? What constitutes disrespectful behaviour and what will we do to avoid it?

**Assignment Submission:** All take-home assignments (the Portfolio assignments, the Essay) are to be submitted in person at the start of class in hard-copy form. All in-class assignments (the Quizzes, the Exam) are to be submitted in person at the end of class in hard copy form. **There is no other acceptable way to submit assignments in this class.**

If you don’t have a hard copy of a take-home assignment ready on the due date, you may, as a last resort, CUT-AND-PASTE it into the body of an email (NO ATTACHMENTS) and send it to mrooney@uottawa.ca. Papers submitted in this fashion will be considered as on time, but I won’t mark them until I receive a duplicate hard copy at our next class (or before, if you like). Note that the assignment you submit via email is the final copy. If there are any discrepancies between the e-version and the paper version you submit later, then I will ignore the e-version and consider the day you submit the paper version as the day you actually submitted your assignment. In all cases, you are required to submit the final version of your essay (paper or electronic) on the due date, or it will be subject to the late policy. For more on the late policy, see the next item below.

Note: in the rare event that your assignment is lost, misplaced, or not received, you’re responsible for having a backup copy that can be submitted immediately upon request.

**Late Assignments:** For Portfolio assignments and the Research Essay, everyone gets a bank of 4 penalty-free days of extension (“grace days”), no questions asked. Treat these as a failsafe rather than planning to use them.

Some details about these “Grace Days”:

- Measured in 24-hour units that begin at the start of class on the due date (i.e., 1:00pm for Tuesday deadlines, 11:30am for Thursday deadlines). Some examples:
  - Jane Doe submits Portfolio Assignment #1 less than 24 hours after 11:30am on the due date; she has used 1 grace day.
  - Jill Doh submits Portfolio Assignment #2 more than 48 hours but less than 72 hours after 11:30am on the due date; she has used 3 grace days.
John Doe submits his Research Essay, which was due on March 29th at 1pm, on April 1st at 8am; he has used 3 grace days.

Jack Doh submits his Research Essay, which was due on March 29th at 1pm, on April 1st at 8pm; he has used all 4 grace days.

- I track them and will provide periodical updates on days used on Blackboard.
- Applicable only to the Portfolio assignments and the Research Essay. This means that there is no late policy for the pop quizzes or exam—complete those assignments on time, or receive a zero. If you have documentation to explain any late assignments, we can talk about that.

Once a student uses all 4 grace days, any Portfolio assignment and/or Essay s/he submits late receives an automatic zero. Special consideration may be given to students dealing with a protracted medical issue for which they can provide documentation.

Note: no term work (i.e., any assignment other than the exam) will be accepted, whether for grades or simply to fulfill the terms of the “Completion of Course” clause below, after the final day of classes.

**Completion of Course:** To complete this course, you must submit the Research Essay and the Final Exam within the specified timelines as well as comply with the attendance policy. Students who fail to fulfill any of these obligations will receive an “Incomplete” (EIN).

**Email:** Use email only for quick questions, to set up alternate meeting times, or to handle personal issues (i.e., to advise me of a situation). If you want to discuss a paper (topic, thesis, outline, etc.), come to office hours. Neither email nor telephone is an effective means of dealing with such matters. There is not enough time before or after class to cover such issues adequately, either. Take advantage of office hours. I’m also available via Skype in some instances.

I answer emails Monday–Friday, 8:30am–4:30pm, but not outside of those times (i.e., weekday evenings and weekends). Be sure to provide a subject line and to limit yourself to the issues outlined above, and consult this syllabus to see if it answers your question before you send your email. Keep these simple guidelines in mind and you will find that I reply quite quickly (usually within 24 hours).

For questions your classmates might be interested in hearing the answers to, please post them on the Blackboard “Your Questions” discussion board. That way, I can answer it once, for everyone.

**Telephone:** In general, avoid the phone altogether. I’m not in my office outside of announced times and have no voice messaging system. Stick to in-person and/or Skype interviews and email for all communication purposes.

**Grade Inquiries:** I’m always willing to review assignments. My one and only rule on this subject is No discussions about grades until 48 hours have passed after the assignment was returned. That’s because you need time to process my feedback and to be prepared to engage with it in a conversation with me about it. Once you’ve done so, come see me during office hours. Note that I’ll be posting exemplary quizzes as I receive them,
and that I’ll be providing detailed feedback on Portfolio assignments and the essay. Note, too, that requests for re-marking raise the possibility of a lower as well as a higher grade.

For the Final Exam, students may arrange for a time to peruse it, but they can’t remove, correct, or otherwise change it. It must remain, as is, with the department.

**Final Grade:** Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

**Academic Fraud:** Plagiarism is defined as presenting, whether intentionally or not, the ideas, expression of ideas, or the work of others as one’s own. Acts of academic fraud include the following:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas, quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgement in an essay or assignment;
- failing to acknowledge sources through the use of proper citations when using another’s work, and/or failing to use quotation marks;
- handing in substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Suspected cases of academic fraud will be submitted to the Dean’s Office and prosecuted with my full support. Penalties are not trivial. They can include failure of the assignment, failure of the entire course, suspension from a program, suspension from the university, or even expulsion from the university.

It is your responsibility to understand what constitutes academic fraud. To that end, please consult the information on University of Ottawa’s Academic Integrity website, in the university’s Policy on Academic Fraud, and in the university’s “Beware of Plagiarism” pamphlet.

**ASSIGNMENTS:**

**Assignment Specifications:** Essays must conform to the following specifications:

- Times New Roman, 12-point font; double spaced; one-inch margins (sides, top, and bottom); page numbers in the upper right corner; no extra spaces between paragraphs.
- A first page formatted according to MLA style, which means including the following pieces of information: the title of the essay (one that reflects the paper’s contents/thesis, not just “Essay”), student name, course code, instructor’s name, and date of submission.
- Proper documentation of sources (MLA style).
Note: failure to comply with these specifications will result in deductions of up to 10%. It is folly to throw away these marks. Format your manuscripts to request.

**Pop Quizzes (15%; best 3 of 4, 5% per):** The Pop Quizzes are designed to motivate you to attend classes regularly and do the reading(s), and to prepare you for the exams. There will be 4 quizzes in total; your best 3 will account for 15% of your mark. If you miss a class when a quiz is given, you forfeit the chance to earn those marks. Documentation to explain your absence will keep you from losing marks, but under no circumstances will you be allowed to write a “make-up” quiz, as that would defeat the assignment’s purpose.

Pop Quizzes will be administered on random days and times. You will be given a passage from a work we have recently read. You will have 15 minutes to

- correctly **identify** the author and the title of the work (1 mark), and the work’s formal and generic properties (1 mark);
- **unpack and elaborate on** what is being said in the passage/lines and, if relevant, how it/they relate(s) to the larger work (2 marks); and
- **analyze** the passage by, for example, situating it and/or text in dialogue with the larger cultural, sociopolitical, and aesthetic contexts discussed in class (2 marks).

**Writing Portfolio (20%; 4 assignments, 2-6% per):** There are 4 assignments in total, each worth 2-6%, as follows:

1. **An Online Quiz (2%)**: the quiz is located [here](#). Once you successfully complete the quiz, you will earn a certificate with your name on it as well as a unique URL. Print up and submit that certificate for 2%. The certificate is due January 21st.
2. **MLA Exercise (6%)**: you will research a literary topic, looking for 12 recent and relevant sources in a mix of mediums (i.e., print and web). You will then create a Works Cited that follows the latest MLA guidelines, for 6%. This assignment is due February 2nd.
3. **Essay Proposal (6%)**: The Proposal is due on Feb. 11. It is designed to get you working on your Research Essay well in advance of the deadline, and to help you get focused so you can write the best essay possible. Your outline must contain the following information:
   a. An announcement of which assigned essay topic you are undertaking, as well as which text(s) you will be employing.
   b. A well-crafted thesis statement of no more than two sentences. The thesis must announce your argument (what you plan to say about the topic in question) as well as your supporting evidence (the aspects of the text[s] you plan to look at in order to support your argument).
   c. A rough, concise outline of the body paragraphs that will make up the essay. The outline will be your essay’s blueprint, and so it should closely reflect your thesis.
   d. An annotated bibliography of relevant scholarly sources, including a minimum of 5 sources on your author(s) / text(s) of choice.
4. **Peer Review (6%)**: 3 weeks in advance of the Research Essay, you will take part in a 3-step peer review exercise that will ask you to
a. Create an outline for your upcoming essay using a template provided (before Mar. 1st);
b. Come to class, exchange outlines with a peer, and review each other’s work using a comment provided, providing written and oral feedback (on Mar. 1st);
c. Go home, reflect on your partner’s feedback, and produce a reflective document that follows a template provided. This piece should be 1 page long if single spaced, 2 pages long if double spaced (due on Mar. 3rd); and
d. On the due date (Mar. 3rd), hand in all three documents stapled together (the original outline, your partner’s feedback form, and your reflection piece).

Note that, to earn grades for this exercise, you must come to class with an outline and participate in the in-class peer review. If you don’t participate in the in-class peer review exercise, you forfeit the 6%. If you can provide documentation to explain missing class on Mar. 1, we’ll work something out.

Research Essay (30%): Your research essay will be 3,000 words (9–10 pages) long, and is due on March 29th. Topics and a marking rubric will be available on Blackboard well in advance of these deadlines. Note that papers submitted on a topic that I haven’t set or explicitly approved via email will not be graded.

Final Exam (35%): The Exam is designed to test you on the lecture and reading materials for the term. The Final Exam will have three parts. Part 1 will require you to define literary terms and illustrate their meaning using a text we have discussed in class; Part 2 will follow the model of the Pop Quizzes, meaning that you will need to identify passages from the assigned readings, list their formal and generic properties, elaborate on the lines’ meaning, and situate the passage in dialogue with the larger text and/or issues in the period; and Part 3 will require you to write an argumentative essay. The Exam will be based on material covered in the lectures and the assigned readings.

Note: the dates for Winter Exams (April 14-27) are set by the University. Absence from exams will only be excused in the event of serious extenuating circumstances for which you can provide documentation (such as accident, illness, bereavement, or religious accommodation). To secure a Deferral, you must submit supporting documentation in a timely fashion. Travel for business or pleasure is not considered a valid reason for failure to attend an exam. To that end, do not make travel plans for the exam periods until the dates of all your exams are known.

STUDENT SUPPORT SERVICES

The Writing Centre: Students experiencing difficulty writing are encouraged to take advantage of the Writing Centre’s resources, which include graduate student teaching assistants, multimedia workstations equipped with a large selection of software, and a library of reference books and handbooks on grammar and composition. The Writing Centre is located at 0036 MRT; hours of operation are 8am-2:30pm. To learn more about the centre or to make an appointment, visit the website or email writcent@uOttawa.ca.
The Academic Writing Help Centre: The AWHC is an academic support service offered by the Student Academic Success Service (SASS). It provides students with free one-on-one assistance in the development of their writing abilities. Among other things, students can get help in learning how to complete an effective brain-storming session, create a structured outline, identify and correct errors in grammar, and avoid plagiarism. The Centre is located at 110 University Private; hours of operation are 9am-9pm (Monday-Thursday) and 9am-6pm (Friday). To learn more about the centre or to make an appointment, visit the website or email awhc@uOttawa.ca.

CLASS SCHEDULE:

Be sure to read the NAEL introductions to all authors and works we are scheduled to cover this term. Note that readings for a given date are to be completed in advance of that day’s class meeting.

<table>
<thead>
<tr>
<th>Date</th>
<th>Readings</th>
<th>Other Topics &amp; Important Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 12</td>
<td>“Introduction: The Romantic Period 1785-1832” (NAEL, pp.3-30)</td>
<td>Introductions, course syllabus, academic integrity</td>
</tr>
<tr>
<td>Jan. 19</td>
<td>Wollstonecraft, from A Vindication of the Rights of Woman (NAEL, pp.208-39) &amp; the “Essay Writing Refresher” readings on Blackboard</td>
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<td>Jan. 21</td>
<td>Barbauld, “The Rights of Woman” (NAEL, 48-49) &amp; the “MLA Style” readings on Blackboard</td>
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<tr>
<td>Jan. 26</td>
<td>Robinson, The Natural Daughter</td>
<td>In-Class Exercise #1: MLA Style</td>
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<tr>
<td>Jan. 28</td>
<td>Robinson, The Natural Daughter, con’t</td>
<td>*Jan. 29: Last day to withdraw from a course &amp; receive financial credit</td>
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<td>Feb. 2</td>
<td>Robinson, The Natural Daughter, con’t</td>
<td>2nd Portfolio Assignment due</td>
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<tr>
<td>Feb. 4</td>
<td>Robinson, The Natural Daughter, con’t</td>
<td>Researching literary topics</td>
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<td>Feb. 9</td>
<td>Wordsworth, from “Preface to Lyrical Ballads” (NAEL, pp.292-304)</td>
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<tr>
<td>Feb. 11</td>
<td>Wordsworth, “Tintern Abbey” &amp; “Nutting” (NAEL, pp. 288-92 &amp; 308-09)</td>
<td>3rd Portfolio Assignment due</td>
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<td>Feb. 14</td>
<td>TBA &amp;; if required, to posted on Blackboard</td>
<td>Reading Week, no classes or office hours</td>
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<tr>
<td>Feb. 23</td>
<td>Coleridge, from Biographia Literaria (NAEL, pp.488-98)</td>
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<tr>
<td>Mar. 1</td>
<td>TBA &amp;; if required, to posted on Blackboard</td>
<td>In-Class Exercise #2: peer review for 4th Portfolio Assignment In-Class Exercise #3: Writing-</td>
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<tr>
<td>Date</td>
<td>Time</td>
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<td>Mar. 3</td>
<td>11:30-12:50pm</td>
<td>Coleridge, “The Rime of the Ancient Mariner” (NAEL, pp.443-59)</td>
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<td>Mar. 8</td>
<td>1-2:20pm</td>
<td>Coleridge, “The Rime of the Ancient Mariner,” con’t; TBA &amp;; if required, to posted on Blackboard</td>
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<td>Mar. 15</td>
<td>1-2:20pm</td>
<td>Byron, <em>Manfred</em> (NAEL, pp.638-72)</td>
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<td>Mar. 17</td>
<td>11:30-12:50pm</td>
<td>Byron, <em>Manfred</em>, con’t</td>
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<td>Mar. 22</td>
<td>1-2:20pm</td>
<td>M. Shelley, <em>Frankenstein</em></td>
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<td>Mar. 24</td>
<td>11:30-12:50pm</td>
<td>M. Shelley, <em>Frankenstein</em>, con’t</td>
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<td>Mar. 29</td>
<td>1-2:20pm</td>
<td>M. Shelley, <em>Frankenstein</em>, con’t</td>
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<tr>
<td>Mar. 31</td>
<td>11:30-12:50pm</td>
<td>Keats, “La Belle Dame sans Merci” &amp; “Ode on a Grecian Urn” (NAEL, pp.923-24 &amp; 930-31)</td>
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<td>Apr. 5</td>
<td>1-2:20pm</td>
<td>Keats, “Ode on Melancholy” (NAEL, pp.932-33)</td>
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<td>Apr. 7</td>
<td>11:30-12:50pm</td>
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