

Fall 8-15-2001

ENG 3806-001: English Romantic Literature

R.L. Beebe
Eastern Illinois University

Follow this and additional works at: http://thekeep.eiu.edu/english_syllabi_fall2001



Part of the [English Language and Literature Commons](#)

Recommended Citation

Beebe, R.L., "ENG 3806-001: English Romantic Literature" (2001). *Fall 2001*. 116.
http://thekeep.eiu.edu/english_syllabi_fall2001/116

This Article is brought to you for free and open access by the 2001 at The Keep. It has been accepted for inclusion in Fall 2001 by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

3806-001

English Romantic Literature*english 3806 at eastern illinois university*

Fall 2001

**Course
Description
& Policies****Reading
Schedule****Romantic
Conversations****Course Description & Policies**

**Goals of Course
Requirements
Participation
Papers
Revisions**

Late Papers
Response Papers
Online Forum
Group Report
Attendance Policy

Professor R. L. Beebe**Office: 3841 Coleman Hall****Phone: 581-5013****E-Mail: rbeebe@eiu.edu****Homepage: www.ux1.eiu.edu/~cfrlb/****Office Hours: M, W 1-2; T 9-10 & by appoint****Resources****Texts**

- Romanticism: An Anthology. Ed. Duncan Wu. Blackwell 2000.
- Austen, Jane. Pride and Prejudice
- Hays, Mary. Memoirs of Emma Courtney.
- Dacre, Charlotte. Zofloya.
- Shelley, Mary. Frankenstein; or The Modern Prometheus.

Goals. This course has three primary goals. The first goal is to read critically and widely from representative figures of the English Romantic period (ca. 1780-1830). Proceeding from this first goal, the second work toward some definition of the term "romanticism" (how is the term useful? how is it misleading? are its central tenets or competing ideas? how has the term influenced our own time?). By realizing the difficulty of this second goal (as well as the need to attempt it), you should leave the class better prepared and encouraged—to read those many writers not on our list but still important for the time.

The third aim of the course is the broadest, most practical, and probably the most difficult goal: to become more sophisticated and critical readers of poetry and its various modes. We will be reading from a variety of genres, of course; however, some of the most challenging and captivating reading in this course lies in poetry.

Requirements.

- | | |
|---|----------------|
| • Two 5-8 page papers | 30% (each 15%) |
| • Response Papers | 20% |
| • Midterm Exam | 10% |
| • Final Exam (comprehensive) | 15% |
| • Participation (includes Romantic
Conversations online forum) | 15% |
| • Short Paper | 10% |

Please Note!! The two major papers and the final exam are compulsory requirements for completion of the course. Failure to complete any one of them represents incomplete work for the semester and will result in a failing grade for the course.

Course Participation. This is not a lecture course. The format of the course and its overall success depend upon your active and informed contributions. The response papers and the group report will give you a couple of "formal" ways to guide and participate in class discussion. But since this class will cover material that most of you will be reading for the first time, I expect that you will come to class with questions. Note that 15% alone of your final grade will be determined by your participation in class discussions and in the Romantic Forum (see below) and another 10% by your Group Report, which means that one-quarter of your final grade will be up to you and how much you want to participate in the various conversations.

Papers. You will write two major (5-8 pages or 1200 to 1800 words). For the two major papers, I will give you a list of possible topics to give you some ideas, although I'm quite flexible about the topics you choose or the methodologies you employ. Generally, I expect your papers to advocate and to develop a particular kind of reading of a text or group of texts. You might want to read some additional works by a writer on the reading list and write a paper that investigates how these other texts help us understand—or further complicate—this writer. Of course, there are other possibilities, too. For instance, if you are an education major, you might want to prepare some kind of lesson plan based on a poem or group of poems. If you are interested in politics or history or art, you could easily direct your paper more toward those concerns.

Feel free to do outside research for your papers, though it is not a requirement that you review other interpretations. In fact, in most cases you will probably want to rely mostly on your own responses to the texts, your questions or dilemmas. All research, however, must be scrupulously documented (see Plagiarism statement below).

If you want to try something really ambitious or beyond the boundaries of the syllabus, you should do so from the start. In fact, about a week or so before each paper, you will submit a proposal, outlining your idea for your paper. That's also a good time to consult with me individually about any concerns you have about the topic or writing in general. I will not grade these proposals; they're simply a way to force you to put your ideas to paper and to allow me to help you at that early stage of writing. The proposals will count toward your participation grade.

Revisions. You may revise the first major paper for a better grade. However, you must speak to me prior to submitting the revision. I will not accept it otherwise. You cannot revise the response paper.

Late Papers. Papers are due on the dates indicated. Papers turned in after the due date will be penalized by one-third of a grade for each calendar day they are late—unless you have already made arrangements with me prior to the due date. Although I encourage you to turn in your paper in class, you have until 4:00 on the due date to hand in your paper (either to me in my office or in my mailbox, 308 Coleman). In other words, I want you to be in class that day whether or not you have your paper fully completed.

Response Papers. To help focus class discussion, I will frequently give a study question or two for an upcoming reading assignment, and I will ask the class to prepare written responses that will be read aloud and also turned in. These responses should be 1-2 typed pages in length and should take only a few minutes to write.

minutes to read. The questions will usually be specific, so the responses need to be equally specific and detailed. In other words, get to the point quickly and argue vigorously. There will be approximately 10 response papers, depending on our progress through the material. Response papers will count toward your final grade and your grade for this item will be based on the cumulative score of your individual responses.

I will not evaluate these short papers in the same way I will your major papers. I'm more concerned with whether you are honestly trying to answer the question—at least struggle with it—than in your overall organization, sentence structure, and other stylistic issues that you will need to worry about in the longer, more formal papers. I will, however, assign a grade of either "Excellent," "Satisfactory" or "Unsatisfactory" on these response papers. Excellent papers respond clearly and cogently to the question and develop a well-supported position (excellent responses receive 100% credit). Satisfactory responses make a genuine effort to answer the question and show that you have read the text and thought about the issue carefully (satisfactory responses receive 75% credit). Unsatisfactory responses are those that are either too brief to have competently developed an answer—even though the response may have answered the question—or way off task or irrelevant (unsatisfactory responses receive no credit).

**** Response papers cannot be made up or turned in after class.**** You must have a hard copy in class. Papers turned in late or not at all are automatically "Unsatisfactory." If you know you will not be able to turn yours in, turn it into me early or make arrangements to have someone else turn it in for you.

Romantic Conversations – Online Forum. The course web site is located at

<http://www.eiu.edu/~romantic/>

In addition to course materials, this site contains links to other useful web sites that pertain to Romanticism and literature. I will be mentioning some of these from time to time but I encourage you to make use of the Internet as you do the assigned readings and develop your paper topics.

One feature of the web site is an online forum called "Romantic Conversations," which will allow you to continue our in-class discussions outside of the classroom. Every other week, a new poem or prose passage will be posted on the web site. You will need to read the poem or passage and respond to it. You will need to respond to someone else's posting. You will need to post at least *two significant responses* for each discussion forum, beginning the second week of the semester. I'll provide more information about the forum in class.

There is no length requirement for the individual postings. I ask only that you engage honestly, sincerely, and courteously in the discussion.

Attendance Policy. You need to be in class all the time. I generally allow up to three absences, excused or unexcused. Each absence after that will lower your final grade one full grade (if your current final grade is a B, for instance, and you have four absences, you will receive a C for the course). Five or more absences will result in an automatic failing grade.

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

Electronic Writing Portfolio. English 3806 is a writing-intensive course. Depending on when you

attended EIU, you may want (or need) to use a writing sample from this course as a submission to the Electronic Writing Portfolio (EWP).

[Top of Page](#)

[\[Reading Schedule | Resources | Romantic Conversations | Description\]](#)