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## ENG 3806-002: English Romantic Literature

R.L. Beebe  
*Eastern Illinois University*

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English 3806: British Romantic Literature  
Fall 2003  
Professor R. L. Beebe

Office: 3841 Coleman Hall  
Phone: (O) 581-5013  
E-Mail: [rlbeebe@eiu.edu](mailto:rlbeebe@eiu.edu)

Office Hours  
M, W 11-12; T, 9:30-11  
& by appointment

**Texts**

- *British Literature, 1780-1830*. Ed. A. Mellor & R. Matlack.
- Austen, Jane. *Pride and Prejudice*
- Inchbald, Elizabeth. *A Simple Story*.
- Shelley, Mary. *Frankenstein; or The Modern Prometheus*. (1818 ed).

**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 aim is to work toward some definition of the term "romanticism" (how is the term useful? how is it misleading? what 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 other genres, of course; however, some of the most challenging and captivating reading in this course lies in the poetry.

**Requirements.**

- |                              |                |
|------------------------------|----------------|
| • 3 Short Papers             | 30% (10% each) |
| • Final Paper                | 20%            |
| • Brief Writings, Quizzes    | 15%            |
| • Final Exam (comprehensive) | 20%            |
| • Participation              | 15%            |

Please Note!! The final paper and the final exam are compulsory requirements for completing 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. Since this class will cover material that most of you will be reading for the first time, I hope that you will come to class with lots of questions. Please have the assigned reading for the day completed before you come to class. I will often give study questions or a response question for you to prepare. If there are no specific questions for the day, a good way to prepare for the class is to have written down some responses to the reading, including some key quotations. I often begin class by asking you to discuss your responses and I will measure your participation grade by, in part, how prepared you are for class discussions.

**Papers.**

You will write three short papers and one longer, final paper. Two of the short papers will be in response to a particular problem that I will assign later in the course. The third short paper and the final paper will be on topics of your choice. I will hand out some starter topics to help you focus, but you will have a great deal of flexibility in the kinds of topics that can explore.

Generally, I expect your papers to advocate and to develop some 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. Or if you are interested in politics or history or art, you could easily direct your paper more toward those contexts.

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, your own 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 talk to me first. In fact, about a week or so before each paper, you will submit a proposal, outlining your idea (or ideas) 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 commit 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.

**Plagiarism**

I abide by the English Department's policy on plagiarism which is as follows:

Any teacher who discovers an act of plagiarism—"The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's original work" (Random House Dictionary of the English Language) —has the right and the responsibility to impose upon the guilty student an appropriate penalty up to and including immediate assignments of a grade of F for the assigned essay and a grade of F for the course, and to report the incident to the Judicial Affairs Office.

If you are not clear about what plagiarism is or are not sure how to handle source material for any particular writing project, please speak with me about your concerns.

**Attendance Policy**

You need to be in class all the time. I usually allow up to three unexcused absences. Each absence after that will lower your final grade one full grade (if your calculated 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.

**Electronic Writing Portfolio**

This course is a writing-intensive course. You may use an essay you write in this course to meet part of the requirements for the Electronic Writing Portfolio (EWP). If you plan to submit a paper from this course to your EWP, you must submit the paper and the EWP paper work to me by **November 20, 2003**. After that I cannot guarantee that I will be able to evaluate your work before the end of the semester. Please see me as soon as possible if you have any questions about this.

**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.