

<b>Course ID:</b>	<b>Course Title:</b>	<b>Fall 2021</b>
EN 380	Romanticism	<b>Prerequisite: 6 credits EN</b>
		<b>Credits: 3</b>

Class Information		Instructor Information		Important Dates	
<b>Delivery:</b>	In-class	<b>Instructor:</b>	Jonathan Goossen, PhD	<b>First Day of Classes:</b>	September 8, 2021
<b>Days:</b>	T/Th	<b>Email:</b>	<a href="mailto:JGoossen@ambrose.edu">JGoossen@ambrose.edu</a>	<b>Last Day to Add/Drop:</b>	September 19, 2021
<b>Time:</b>	10:00-11:15 am	<b>Phone:</b>	403-410-2000 x5960	<b>Last Day to Withdraw:</b>	November 22, 2021
<b>Room:</b>	A2212	<b>Office:</b>	L2065	<b>Last Day to Apply for Extension:</b>	November 23, 2021
<b>Final Exam:</b>	9:00 am Mon., December 20 Rm A2212	<b>Office Hours:</b>	T/Th 4:30-5:30 pm	<b>Last Day of Classes:</b>	December 13, 2021

### Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar>.

### Course Description

Wordsworth's and Coleridge's Lyrical Ballads (1798) began the Romantic period in English literature, a period that witnessed changes to the perception of the role of the artist and art, the effects of which are still experienced today. The Romantic phenomenon continued for the next four decades; the works of the above two poets, those of Byron, P.B. Shelley, Keats, and several less well-known writers will be studied in the context of the diverse historical, social, intellectual, and artistic climate of the period.

### Expected Learning Outcomes

**Understanding:** Students will articulate an increasingly developed understanding of the human story expressed in major literary works of the Romantic era and in the intellectual, political, and social backgrounds to those works.

**Research:** Students will apply developing research skills to solve problems in and advance knowledge of Romantic literature.

**Analysis:** Students will apply increasingly developed skills of literary and theoretical analysis to diverse Romantic-era literary texts and contexts.

**Communication:** Students will communicate clearly, concisely, and compellingly, both orally and in writing at an advanced level.

**Character:** Students will continue developing maturity of character representative of the Christian and liberal arts traditions by considering how virtues like wisdom, integrity, service, and responsibility were understood in the Romantic era

### Textbooks

Austen, Jane. *Sense and Sensibility*. 3<sup>rd</sup> ed., edited by John Mullan. Oxford, 2019. [ISBN 978-0198793359](https://doi.org/10.1017/9780198793359).

Wu, Duncan, editor. *Romanticism: An Anthology*. 4<sup>th</sup> ed., Wiley-Blackwell, 2012.

## Requirements and Evaluation

- Class sessions will be largely devoted to considering the assigned readings. Therefore:
  - **Read all assigned texts *before*** the class for which they are assigned;
  - **Always bring your textbook** to class;
  - **Print** any readings posted on Moodle and **bring them with** you to class.
- Additional short texts introduced in class will be available on Moodle.
- Additional secondary reading may be assigned at the instructor's discretion.
- In addition to the assigned readings, **you are responsible for the content of all lectures** on these readings, including their historical and literary backgrounds. Therefore, attend class.
- All assignments are **due in hard copy *and* to Moodle by the beginning of class** on the date specified.
- **Late Assignments:**
  - **The penalty for late assignments** is one refined letter grade per class day (T-F) late. Moreover, late assignments may be graded and returned later than on-time submissions.
  - **Extensions** may be granted on written assignments in exceptional circumstances, but must be arranged in advance.
- This is not high school: **all assignments must be submitted** to receive a passing final grade.
- The most current version of this syllabus will always be available on Moodle. You are responsible for any changes to it announced in class.

### *Participation & Reading Quizzes – 15%*

This is a senior English course. As such, it requires active, thoughtful participation from each member.

- **Look alert, ask questions, share your thoughts, and visit my office** to discuss readings and assignments.
- It goes without saying that doing all of this necessitates regular attendance: **skip classes and your grade will suffer.**
- Moreover, intelligent participation also requires thorough and careful reading of the assigned texts. To encourage this, I will randomly inflict **short reading quizzes** at the beginning of class.

### *Explication Paper – 15%*

Write a **four-page** detailed analysis of the literary techniques of an assigned short poem or passage. You must meet with me to discuss your primary lines of argument prior to submitting the essay. **Due September 30.**

### *Presentation – 15%*

Choose one of the assigned texts open for presentation. You will be responsible to **teach this text to the class** by setting it in its historical and theoretical context, explaining its organization and ideas, and accounting for critical opinion. Your grade will be based solely on your presentation; no written submission is required. **Dates as per schedule.**

### *Research Paper – 35%*

Write a **10-page** research paper on an important topic in our assigned texts. You must submit your tentative thesis statement and list of secondary sources on **December 2** (via email); the paper is **due 9:00 am December 13.**

### *Final Examination – 20%*

The exam will be comprehensive of the entire course and will include quotation identification, short literary analyses, and a thematic essay. **December 20.**

*Further directions for these assignments will be given well before they are due.*

## Attendance:

- **Class attendance is mandatory.** Attendance will be taken daily and will influence your participation grade. **Any student who misses more than 8 class sessions will automatically fail the course.**
- This is an in-person class. Unlike last year, **there is no option for online/Zoom attendance.** If it is cold outside, if you sleep in, or if your cat has a hairball, you will have to cope in the same ways you did before the pandemic. (If you have not done this before, book an appointment with Student Life.)
- Those who must miss class for legitimate reasons (illness, quarantine, genuine personal crises) must contact me immediately to make arrangements to cover missed class material.

## Classroom Etiquette

In order for each of us to get the most out of this class, please observe the following:

- Arrive on time. Attendance will be taken.
- Do not talk compulsively. Be self-aware and leave space for others' voices.
- Do not be silent. Speaking is a crucial aid to formulating your thoughts on a topic.
- No eating in class: doing so can disgust others. Unslurped beverages are fine.
- Texting or having your phone beep, ring, or rumble during class is barbaric. Since university education is meant to civilize you, **turn off your phone and leave it at the door.**
- Despite frothy claims to the contrary, technology does not usually aid learning. Therefore, **students may not use any devices more complex than pen and paper in our classroom.** No laptops, no tablets.

## Communication

- I will use a combination of Moodle announcements and direct email messages to communicate with you about the course. **Therefore, I am assuming that you will check your Ambrose email regularly;** do so.
- I will do my best to reply to your email messages promptly. However, **I do not typically check or reply to email on weekends or after 6:00 pm on weekdays.**

## Grade Summary:

The available letters for course grades are as follows:

Grade	Interpretation	Grade Points
A+	Excellent	4.00
A		4.00
A-		3.70
B+	Good	3.30
B		3.00
B-		2.70
C+	Satisfactory	2.30
C		2.00
C-		1.70
D+	Poor	1.30
D	Minimal Pass	1.0
F	Failure	0.00
P	Pass	No Grade Points

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

## Ambrose University Important Information:

### Communication

All students have received an Ambrose e-mail account upon registration. ***It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters*** (cancelled class sessions, extensions, requested appointments, etc.) between class sessions.

### Exam Scheduling

Students who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

### Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

### Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

### Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/content/academic-calendar-2>.

### Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the [Privacy Compliance Officer](#).

### Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and are normally granted for 30 days beyond the last day of the term.

Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course.

A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

## Academic Success and Supports

### Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

## Course Schedule – EN 380 – Fall 2021

Tuesday	Thursday
<i>Texts marked with * are available on Moodle. Print and bring to class.</i>	<b>September 9 - Course Introduction</b>
<b>September 14 – Defining “Romanticism”</b> <b>Read:</b> Wu, “Introduction,” pp. xxxii-xliv Canuel, “Criticism of Romantic literature from the Victorians to post-historicism”*	<b>September 16 – Philosophy and Revolution I</b> <b>Read:</b> Rousseau, from “Second Discourse on Inequality”* Burke, from <i>Reflections on the Revolution in France</i> , pp. 11-17
<b>September 21 – Philosophy and Revolution II</b> <b>Read:</b> Burke, from <i>Reflections on the Revolution in France</i> , pp. 11-17 Paine, <i>The Rights of Man Part I</i> , pp. 26-28	<b>September 23 – William Blake I</b> <b>Read:</b> <i>All Religions are One; There is No Natural Religion</i> , pp. 180-82 <i>Songs of Innocence</i> (all), pp. 186-96 and view <a href="#">here</a>
<b>September 28 – William Blake II</b> <b>Read:</b> <i>Songs of Experience</i> (all), pp. 197-212) and view <a href="#">here</a>	<b>September 30 – Philosophy and Revolution II</b> <b>Read:</b> Wollstonecraft, <i>A Vindication of the Rights of Woman</i> , pp. 284-91 <b>Presentation:</b> <u>Shonda</u> <b>Explication Essay due</b>
<b>October 5 – Lyrical Ballads I: What was 18<sup>th</sup> c. Poetry?</b> <b>Read:</b> Pope, from <i>Essay on Man</i> * Wu, “Intro to <i>Lyrical Ballads</i> ” p. 333-37 <i>Lyrical Ballads</i> “Advertisement,” pp. 337-39 <i>Lyrical Ballads</i> “Appendix: On Poetic Diction,” pp. 533-36	<b>October 7 – Lyrical Ballads II</b> <b>Read:</b> Wordsworth, “Goody Blake and Harry Gill,” pp. 370-74 “Lines written at a small distance...,” pp. 374-75 “We are seven,” pp. 380-82 “Expostulation and Reply,” pp. 409-410 <b>Presentation:</b> <u>Erin</u>
<b>October 12 – William Wordsworth II</b> <b>Read:</b> “Nutting”; “Strange fits of passion”; “Song”; “A slumber” (pp. 485-488) “Ode: Intimations of Immortality,” pp. 549-54	<b>October 14 – Dorothy Wordsworth</b> <b>Read:</b> from <i>The Grasmere Journals</i> (pp. 605-7) W. Wordsworth, “Daffodils” (p. 558)
<b>October 19 – Christianity in the Romantic Era</b> <b>Read:</b> Jarvis, “Religion and Ethics”*	<b>October 21 – The Slave Trade and Abolition Movement</b> <b>Read:</b> Equiano, from <i>The Interesting Narrative</i> * Cowper, “The Negro’s Complaint”* Barbauld, <i>Epistle to William Wilberforce</i> (pp. 41-44)
<b>October 26 – Samuel Taylor Coleridge I</b> <b>Read:</b> “The Rime of the Ancient Mariner,” pp. 714-30 “Kubla Khan,” pp. 641-44 <b>Presentation:</b> <u>Rachel</u>	<b>October 28 – Samuel Taylor Coleridge II</b> <b>Read:</b> “Christabel,” pp. 659-76

Tuesday	Thursday
<p>November 2 – <b>George Gordon, Lord Byron</b>  <b>Read:</b> “Written After Swimming from Sestos to Abydos”*  “<i>She walks in beauty,</i>” p. 874  <i>Manfred</i> Act I, pp. 922-32</p>	<p>November 4 – <b>George Gordon, Lord Byron</b>  <b>Read:</b> <i>Manfred</i> Acts II-III, pp. 932-57</p> <p style="text-align: right;"><b>Presentation:</b> <u>Ellen</u></p>
TERM	BREAK
<p>November 16 – <b>Skeptical Romantics: Jane Austen I</b>  <b>Read:</b> <i>Sense and Sensibility</i></p> <p style="text-align: right;"><b>Presentation:</b> <u>Ethan</u></p>	<p>November 18 – <b>Jane Austen II</b>  <b>Read:</b> <i>Sense and Sensibility</i></p>
<p>November 23 – <b>Percy Bysshe Shelly</b>  <b>Read:</b> “Ode to the West Wind,” pp. 1131-34  “England in 1819,” pp. 1134  “Lift Not the Painted Veil,” pp. 1135</p> <p style="text-align: right;"><b>Presentation:</b> <u>Willow</u></p>	<p>November 25 – <b>John Keats I</b>  <b>Read:</b> “On First Looking into Chapman’s Homer,” pp. 1396-97  “La Belle Dame sans Merci,” pp. 1460-61  “Ode to a Nightingale,” pp. 1464-67  “To Autumn,” pp. 1489</p>
<p>November 30 – <b>John Keats II</b>  <b>Read:</b> “The Eve of St Agnes,” pp. 1446-57</p> <p style="text-align: right;"><b>Presentation:</b> <u>Joseph</u></p>	<p>December 2 – <b>Romanticism in European Music</b></p> <p style="text-align: right;"><b>Presentation:</b> <u>Silvia</u></p> <p style="text-align: right;"><b>Research Essay Thesis Statement due (email)</b></p>
<p>December 7 – <b>Romantic Forms: The Sonnet</b>  <b>Read:</b> Smith, <i>Sonnets</i> 2, 6, 11 (pp. 89ff)  Wordsworth, “The world is too much with us” (p. 545);  “Composed upon Westminster Bridge” (p. 546); “Surprised  by joy - impatient as the wind” (p. 587)  Keats, “On Seeing the Elgin Marbles”; “On the Sonnet”; “I  cry you mercy”*</p>	<p>December 9 – <b>Final Class</b></p> <p style="text-align: right;"><b>Research Essay due Monday, December 13</b></p>
<p><b>Final Examination: 9:00 am Monday, December 20</b></p>	