

# English 311

## The English Novel

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TTh 12:30-1:45  
Spring 2020

This is a "real time" syllabus that, unlike a print syllabus, will be regularly updated and reflect our progress throughout the semester. You can easily check it from a mobile device or from any computer.

The syllabus consists of the Reading Schedule and Course Policies. You are responsible for understanding and following the schedule and the course policies, which are in effect from the first day of class. Please read them carefully (more than once and throughout the semester). Please see me if you have any questions about them.

Think of the syllabus as a flexible guide. It will structure our semester, but we will adjust it to fit our needs as the semester progresses. **Not all assignments and quizzes are listed at the beginning of the semester**; some will be added throughout the semester. It may also be necessary to finish some readings the following class period, in which case I will update the syllabus after each class. Again, be sure to check the syllabus regularly.

You do not need to print the syllabus, but if you decide to, be sure to check the online syllabus regularly for new information, added assignments, or reading schedule changes. The print icon above is for print copies.

Assignments may be modified as necessary.

Reading should be finished for the day assigned, e.g., *Oroonoko* should be completed for class by Feb. 28. Please bring the required books for each class meeting. When reading the novels, be sure to consult the critical introductions and notes. Course Notes (website) will also help you prepare for class and to study outside of class. For *Dombey and Son*, we will break up reading by chapters.

### JANUARY

#### TUESDAY

21 Course Introduction

28 *Oroonoko*--Critical Introduction (focus on xxi-xxiv)  
Dedication/pgs 1-37

#### THURSDAY

23 Bkgrd: The English Novel

**Reading Schedule Card Due**

30 *Oroonoko*  
\*\*pgs 1-37: Old King--Oroonoko--Imoinda  
\*\*pgs 37-56: Life in Surinam

### FEBRUARY

TUESDAY

**04 Meet in computer lab 307 CCC**

Designing Web pages/Web pages Group  
Project Introduction

**11 Oroonoko (bring Robinson Crusoe too)**

\*\*Political bkgrd/context for the novella  
(critical intro xxvii-xxix)  
\*\*Continuation of pgs 56-77/group findings -  
cards  
\*\*Experience of reading  
Oroonoko/Characterization & Plotting  
\*\*Context: History of the English Novel

**In-class group work - card due**

**18 RC (Consider the entire novel)**

Work informally in groups on our four main  
areas of contextualization:  
1.) RC as adventure story, 2.) the novel's  
form/writing style, 3.) as an economic story, 4.)  
as a story that addresses psychological,  
spiritual, and philosophical  
inquiries

**25 RC**

Web pages project - In-class discussion  
\*\*Collaboration and Planning  
\*\*Planning Chart (bring yours)

Crusoe's relationship with Friday

THURSDAY

**06 Oroonoko**

\*\*pgs 56-77: slave revolt, death of Imoinda and  
Oroonoko, role of the narrator

**In-class group work - card**

**13 Bring Oroonoko & RC**

Oroonoko brief final thoughts

RC (pp 1-100)

\*\*Introduction  
\*\*Crusoe's life/adventures before his shipwreck  
\*\*Crusoe's life on the island

Work informally in groups

**Quiz 1: Field is Oroonoko + first 100pgs of  
Robinson Crusoe**

**20 RC**

Continue with discussion from 2/18 (four  
contexts for the novel); apply to the "second"  
half of the novel. More specifically:  
\*\*Role of religion in the novel  
\*\*Concept of time/middle station in life  
\*\*Capitalist economy/economy on the  
island/slave trading  
\*\*Concept of adventure

Critical Intro: xv-xxiv; xxv-xxvii

**27 RC**

Crusoe's relationship with Friday (Class notes  
from Tues)  
\*\*Hegel: Master/Slave Relationship

Pg 214-end of the novel

\*\*Crusoe as an individual  
(growth?)/relationship between individual &  
society

MARCH

TUESDAY

THURSDAY

03 RC (bring both RC and *Emma*)

*RC*

\*\*novel ends where it begins? Difference between island and England? Crusoe's temptations: adventure? money?

\*\*RC's identity?

\*\*RC: economic individualism/individual & society

*Emma*

Introduction

**Quiz 2: Field is *Robinson Crusoe*/Perhaps a comparison/contrast question: Oroonoko & RC**

Bring draft of RC assignment (typed or handwritten)

10 *Emma*

**Take Home Portion of Midterm (No early exams)**

17 **Spring Break**

24 *Emma*

31 *Emma*

05 **Meet in 316 ALB**

\*\*Web pages assignment

\*\*Bring planning (Gantt) chart--sketched in

*Emma*

\*\*Vol I

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**RC Assignment Due (typed)**

12 **Take Home Portion of Midterm Due (Late exams will not be accepted)**

**Midterm--In-Class Portion (No early exams)**

19 **Spring Break**

26 *Emma*

02 *April*

*Look Below*

**APRIL**

**TUESDAY**

31 *March*  
*Look Above*

07 *DS*

14 *DS*

21 *DS*

28 *DS*

**THURSDAY**

02 *Emma/DS*--Critical Introduction

09 *DS*

16 *DS*

23 *DS*

30 *DS*

**MAY**

## TUESDAY

05 Course Wrap Up

## THURSDAY

07 Group Work Day - Focus on content and design for web pages project

Finals Week: May 11 - May 15

Final Exam: May 12, Tuesday, 8:00-10:00am

Course Grades Posted: TBA

## **Course Description and Learning Outcomes**

The General Education Program Learning Outcomes for the Humanities (Investigation Level) are as follows:

- Read closely, think critically, and write effectively about texts or cultural artifacts that reflect on perennial questions concerning the human condition (such as the search for truth and meaning, the confrontation with suffering and mortality, or the struggle for justice, equality, and human dignity)
- Investigate and thoughtfully respond to a variety of ideas, beliefs or values held by persons in situations other than one's own

Note how this course meets these learning outcomes. We will read and discuss five English novels, focusing on their aesthetic value as works of literature (art) as well as the historical, social, and cultural issues they present. We will discuss the historical development of the English novel as well as the novel itself as a genre. In addition, we will examine literary theory and criticism (e.g., feminism, Marxism, poststructuralism) as a way of reading, thinking, and writing about the English novel.

During the semester, we will work to

- Summarize and explain plots and themes when reading literature individually and during class discussions
- Analyze literature critically in writing to demonstrate an understanding of key themes, of the conventions/language of literature, and of key concepts about the English novel
- Recognize the historical, social, and cultural contexts for the English novel as well as the ways literature and culture interact to reinforce and challenge social attitudes and values
- Construct webpages in order to present information about the English novel to readers
- Evaluate and engage literature as an imaginative expression of the human condition

## **Texts (Available at Text Rental)**

Purchase at Bookstore (or from another vendor). We will use the Penguin editions of these novels and make use of the critical introductions and background/context notes. If you do not purchase these editions, you will not have this information. You will also not be able to follow page references during class discussions.

Behn, Aphra. *Oroonoko*  
Defoe, Daniel. *Robinson Crusoe*  
Austen, Jane. *Emma*  
Dickens, Charles. *Dombey and Son*

## Requirements

During class discussions we will focus on key issues, difficult passages, and questions you raise. However, we cannot cover every line or every work. You will be responsible for parts of works we do not have time to cover in class, using your notes and our discussions to guide your (re) reading/thinking. You should be prepared to discuss the reading assignments for the days they are scheduled. It is useful to mark key passages or scenes that point to central concerns or ideas in the works that are read. Take notes when you read outside of class and write down questions you have. **The purpose of class discussion is not to give you answers; instead, class discussions will help you develop reading strategies, understand background/contexts, and raise questions that you will think about and answer.** There will be weekly quizzes (announced and possibly unannounced) and two examinations (a midterm and a final).

Please remember that your course grade will be based on the work that you complete, not simply the effort you make or my subjective opinion.

COURSE GRADE	%
Assignments/Quizzes**	20%
Take Home/In-class Midterm	45%
Webpage Project	35%

\*\* Will be determined by point values: A=10; A- =9; B =8.5; C =7.5; D =6.5; F=5-0//5pts: A=5; B- =4; C- =3.5; D- = 3; F=2.5-0

Assignments or quizzes due/given on a set day must be submitted/completed during the class period. Having an assignment finished but not printed out and ready to hand in is late. Late assignments will be accepted one day after the original due date, but will lose one letter grade or the point equivalent. After that, no credit will be given. Assignments due electronically must be received by the day and time specified. (Assignments due on Friday will be accepted as late on Monday.) Makeup quizzes, if feasible, must be arranged as soon as possible. It is your responsibility to see me and make arrangements; however, it may not be possible to make up missed assignments or quizzes.

For any special circumstances or problems, please contact me ahead of time. Also, no incompletes for the course will be given.

## Attendance

Regular attendance is your responsibility and is essential for success in the course. As stated in the online UWSP Course Catalog ([UWSP Course Catalog](#) pgs 25-26), you cannot "cut" classes. There are no excused or unexcused absences. You have personal days to use and manage as needed.

If you miss a total of two weeks of class (six days for classes meeting three times a week; four days for classes meeting twice a week), you may fail the course.

If you are absent, you do not need to email me to explain your absence--unless there is a quiz or assignment due. If you would like to find out about missed information or handouts, it is best to stop by during office hours or make an appointment to see me. You can email me about missed information, but I may not be able to respond before our next class meeting.

However, if an assignment is due or there is a quiz, then you do need to email me or see me the day of the assignment due date or quiz or asap. And you must have a legitimate reason for your absence. **You cannot just expect to be able to turn in a missed assignment or make up a quiz the following class period.**

## **Classroom Etiquette**

During class meetings, we will discuss and debate issues about writing and literature. It is fine to express your views passionately and debate others in class, but do so in a civil, constructive manner.

Please do not use phones and mobile devices during class, even if you believe you are doing so quietly. Not only is this rude, but also it distracts other students as well as limits your ability to focus on and follow class instruction and discussion. It is English Department policy that students cannot and should not record class lectures and discussion without permission from the instructor. Also, please get drinks of water or use the washroom before or after class, **not during class**, so that our classroom does not become a bus station. Please see me if you need special accommodations.

## **Plagiarism (from the Latin "to Kidnap")**

You will be expected to do your own work throughout the course. Intentionally or unintentionally passing off the ideas, words, or sentences of others (e.g., published authors, website authors, other students) as your own is plagiarism, which will result in failing the plagiarized assignment and possibly the course. Please review the University policy regarding plagiarism.

Anyone caught cheating during quizzes or exams (e.g., looking at someone else's paper or using a cell phone) will fail the quiz or exam and be reported to the Dean of Students Office.