

Charles Dickens & JK Rowling

385-1

TTH 12:30-1:45
Spring 2019

This is a "real time" syllabus that, unlike a print syllabus, will always be up to date 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 beginning the first day of class. Please read them carefully (more than once and throughout the semester). 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 as needed to fit our needs as the semester progresses. **Not all assignments (e.g., quizzes) and due dates are listed at the beginning of the semester; some will be added throughout the semester. Some assignment due dates may change or be added as we progress through the semester.** It may also be necessary to finish some readings the following class periods, in which case I will update the syllabus after each class. Again, be sure to check the syllabus regularly.

If you decide to print out a copy, 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.

All readings are from the three novels. See TEXTS below. The Penguin edition of *David Copperfield* has helpful biographical and historical information that you should read along with the novel. The notes will clarify references.

D2L (Discussion Forum) Link: This Forum, which is for students in the course, gives you the opportunity to share thoughts and ideas about the literature we are reading as well as ask questions that other students can answer. Participation is voluntary, but it's a great way to communicate outside of class in an informal manner. It's like Facebook, only better!

Readings should be finished for the day assigned. For example, reading for the introduction to the Victorian Age (NA online) should be read (completed) by January 24.

JANUARY

TUESDAY

22 Course Introduction
 JK Rowling & Charles Dickens?
 Course Website/Syllabus
 House Sorting Ceremony

THURSDAY

24 Review Course Website/Syllabus
 Reading/Taking Notes

Victorian Age
David Copperfield (bring novel to class)
 **Introduction, pp xvi-xviii

NA of English Lit Website (See Resources menu---
 British Literature Links---*NA of English Literature*
 Website---Victorian Age.)

29 Dickens's life - final preliminary thoughts (1/24)

Rowling's Life (20th - 21st Century)

Oprah Interview with Rowling (select clips in class)

Genre: Children's fantasy literature/19th-century realism/fairytales

HPSS - Introduction (Bring novel to class)

Reading Schedule Card Due

**The Victorian Age: Introduction
 **Industrialism - Progress or Decline?: Overview

Victorian Age - PPT slide

Dickens's Life

Dickens Chronology in Penguin *David Copperfield*
 **Introduction, pp xviii-xx

31 HPSS - Introduction (Have entire novel finished)

How we read over time

Characterization: (**Slytherin**: Harry, Ron, Hermione, Draco;
Traddlesforth: Dumbledore, McGonagall, Snape, Quirrell;
Gryffindor: Dursleys, Neville, Weasleys;
Ravenclaw: Hagrid, Filch, Voldemort)

"Harry Potter's Girl Trouble" article (handout)

FEBRUARY

TUESDAY

05 HPSS

Continue discussing characters
 "Harry Potter's Girl Trouble" article

Education (chpts 7 - 8)
 Quidditch (chpts 9 - 11, 13)

12 **Class cancelled due to weather** (Follow syllabus on your own. Prepare for TH's class as scheduled)

HPSS

1. Continue our discussion of Quidditch (2/7)
2. Key points for the following chapters:
 **Mirror of Erised (ch 12)
 **N Flamel (ch 13)

THURSDAY

07 HPSS

Finish "Harry Potter's Girl Trouble" article

Education (chpts 7 - 8)
 Quidditch (chpts 9 - 11, 13)
 (Outlined these 2/5)

14 HPSS

Quiz 1: Entire novel is in play. Special focus: Characterization, Chpts 9-15

1. Continue our discussion of Quidditch (2/7)
2. Key points for the following chapters:
 **Mirror of Erised (ch 12)
 **N Flamel (ch 13)
 **Forbidden Forest (ch 15)

****Forbidden Forest (ch 15)**

3. Finding the sorcerer's stone/Voldemort/Conclusion
(chpts 16 - 17)

19 Bring both HP novels

HPSS

Final Thoughts from TH's class (2/14)

Diagon Alley (ch 5)
Finding the sorcerer's stone/Voldemort/Conclusion
(chpts 16 - 17)

Summary Statements--Characters/Themes//Final
Thoughts

HPGF - Introduction

Chpts 1 - 3

26 HPGF

Quiz 2

Chpts 11- 15

****Elf Rights/Hermione**

21 HPGF

Chpts 4 - 10

chapter illustrations

28 HPGF

Chpts 16 - 20

****Elf Rights/Hermione**

****Game Playing (Play Theory): Quidditch and
Triwizard Tournament
**Rita Skeeter/Media
Film Clip

MARCH

TUESDAY

05 HPGF

Chpts 21 - 25

****Game Playing (Play Theory): Quidditch and**

THURSDAY

07 HPGF

Chpts 26 - 30

Triwizard Tournament

**Rita Skeeter/Media

**Education

**Adolsecent (Boy-Girl) Relationships

**House Elves (S-P-E-W)

12 Midterm

Part I - Take-Home Portion. Due at the beginning of class 3/14 - no exceptions.

HPGF

Chpts 31 - 35

**Relationship of Harry, Ron, and Hermione

**First, Second, Third Task

**Plot Cluster

19 Spring Break

26 HPGF

Chpts 36 - 37

**Fathers

**Play Theory - Games (Course Notes)

**Education

**Movie Clip - ending

Final Thoughts

Annotated Bib Sample (Handout)

14 Midterm

Part I Due at the beginning of class or you will receive a zero for Part I and fail the midterm

**Part II - In-Class Portion
(Please - No Early Exams)**

21 Spring Break

28 DC - Introduction

Charles Dickens: A Concise Biography - Films on Demand (UWSP Library website): Watch in class

**Movie Clip: R Baker introduction

**Dickens Chronology - DC (Charles Dickens) as autobiographical fiction

DC I-II (Reading divisions are given in monthly parts - see table of contents to the Penguin DC. We will begin each class with a brief plot summary of chapters in assigned monthly parts)

**Preface

**Movie Clip: Chpt 1

**Aunt Betsy, Clara Copperfield, Peggottys (Boat house): parents/family

**Memory, imagination/Childhood

APRILTUESDAY**02** DC I-II

**Aunt Betsy, Clara Copperfield,
Peggottys (Boat house): parents/family
**Memory, imagination/Childhood

DC III- IV

**Study details in paragraphs on pp. 41-42
(endnotes)

09 DC VII-VIII

**Mr. Dick, Mr. Micawber, Rosa Dartle, Miss
Mowcher (group work in class)

THURSDAY**04** DC V-VI

***Mr Creakle/Salem House*
***Dr Strong/School/David's "beginning"*
***Retrospective chapter (18)*

**Essay Topic Assignment Due via email by
5pm today (See Course Notes)**

11 DC IX-XI

**Wickfields/Heep
**Dora/Agnes

**Social Class (David's perspective; Emily and Steerforth)

**Mrs Heep and Mrs Steerforth

16 DC Review of first 11 monthly parts/Connections to HPSS & HPGF

Bring print copy of draft in progress: annotated bib

18 DC XII-XIV

**David's progress - choice of profession

**Retrospective chapter (David's wedding; illustration)

**Social class (Ch 39; critical intro xxxiv-v)

Working Annotated Bibliography Due

23 DC XV-XVI

- **Social class (Ch 39; critical intro xxxiv-v)
- **Agnes, David, Uriah
- ****David and Dora's housekeeping**
- ****Annie/Dr Strong subplot (Mr. Dick)**

30 DC XIX-XX

- **Retrospective Chapter (Ch 53)
- **Steerforth (Ch 55)
- **Ch 50 (Rosa Dartle/Emily/Mr Pegotty; also Ch 29)
- **Writing and language (Ch 52; xxxvii-xxxix//Mr. Micawber, Dr. Strong, Mr. Dick)

25 DC XVII-XVIII

- **Writing and language (Ch 52)
- **Retrospective Chapter (Ch 53)
- **Steerforth (Ch 55)
- **Emigrants

**Law (Doctor's Commons)

Bring draft of outline to class

02 May
Look Below

MAY

TUESDAY

30 April
Look Above

THURSDAY

02 Peer Review Day

Each person brings a hard, typed copy of his/her essay draft (in progress) to class. Include page #s, the essay's title, and the WC page. Draft should include quotations and secondary sources.

DC XIX-XX

- **Memory and narrative (xxvi-xxvii)
*Illustrations (p 870)
- **Ch 50 (Rosa Dartle/Emily/Mr Pegotty; also Ch 29)---Ch 57 (Emigrants)

07 DC XIX-XX

Conclusion (David's departure, return, marriage--
Chpts 58, 60, 62, 64)

Course Research Essay + Outline: Reminders

09 No Class Meeting

Writing Day: Work on course research essay

We will meet during our final exam meeting time--
May 16--in our usual classroom, See below.

**Loose Ends/Final Thoughts: DC

**Rowling & Dickens: Final Thoughts/Observations

**Bring HPSS, HPGF, DC

**Course Research Essay due during final class
meeting**

Final Exam Week: May 13 - 17

Office hours finals week: See website home page

Final Class Meeting: May 16, 12:30-2:30, in our usual classroom

Course Essay + Outline: Due May 16

Course Grades posted online: TBA

The General Education Program--The Humanities

The humanities explore the fundamental ideas and values shaping cultures and civilization, in life and as represented in the written word, using scholarly approaches that are primarily analytical, critical, or interpretive. By introducing students to concepts and beliefs within and outside their own perspectives, courses in the humanities help students to understand and critically engage a variety of worldviews and the ideas that give them meaning.

Engl 385 Course Description and learning Outcomes

This course is for Muggles who want to experience the adventurous, socially aware, magical worlds of Charles Dickens's *David Copperfield* (published serially, 1849-1850) and J. K. Rowling's *Harry Potter and the Sorcerer's Stone* (1997) and *Harry Potter and the Goblet of Fire* (2000). We will read these novels for their imaginative worlds, heroes and villains, and descriptive language. In addition, we will compare and contrast novels, thinking about the parallels between the worlds of the novels and even our own (e.g., education, social class, and magic/fairytales). Through class discussions, you will have the chance to share your thoughts about the novels—to analyze and evaluate them, to debate issues, and to explore personal connections to the reading. Literature, after all, is an imaginative engagement of life. Films are the perfect complement to novels, so we will watch adaptations of the novels (clips), which will help us realize why these novels (and their authors) continue to have popularity and cultural power today.

During the semester, we will work to

- Analyze literature critically in writing to demonstrate an understanding of key themes, of the conventions/language of literature, and of key concepts about nineteenth- and twentieth-century British culture

- Summarize and explain plots and themes when reading literature individually and during class discussions
- Explain the reciprocal relationship between literature and culture--how literature and culture interact to reinforce and challenge social attitudes and values--by comparing and contrasting Charles Dickens and J. K. Rowling as writers and as authors
- Evaluate and engage literature as an imaginative expression of the human condition

TEXTS

Text Rental

DAVID COPPERFIELD (ED: TAMBLING) Penguin, 978-0-14-043944-1
 HARRY POTTER AND THE GOBLET OF FIRE, Scholastic, 978-0-439-13960-1
 HARRY POTTER AND THE SORCERER'S STONE, Scholastic, 978-0-439-70818-0

Requirements

This is a reading-intensive course. Success in the course will require that you establish set (and consistent) reading times outside of class when reading and thinking can occur. Our class discussions will focus on the assigned readings, but we cannot read every work line by line. In keeping with the course learning outcomes, you will be able to use our class discussions to help you study sections of works we do not have time to cover fully in class. Before each class meeting, it is useful to mark key passages that point to central concerns or ideas in works and to write down ideas and 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 quizzes (mostly announced but possibly unannounced) and some assignments, a midterm examination, and a course essay. The course grade will be determined mathematically using the percentages below. 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**	25%
Midterm	45%
Course Essay	30%

** Will be determined by point values: A=10-9; B=8; C=7; D=6; F=5-0

All work must be completed on time. It is your responsibility to keep copies of all of your essays and assignments. Some assignments may be submitted via email, and email communication will be required throughout the semester.

Late Assignments: An assignment that is finished but not printed 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. Late email assignments will be accepted 24hrs from the original due date. (Assignments due on Friday that are late must be turned in by 5pm to receive any credit.) For any special circumstances, please contact me ahead of time. No incompletes will be given in the course.

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 should not "cut" classes. For this course, there are no excused or unexcused absences. You have personal days to use and manage as needed for an illness or when genuine emergencies or significant family issues arise.

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. It may be possible to make up missed assignments/quizzes **with my approval**; therefore, it is your responsibility to contact me to determine work that needs to be completed and to follow up with all logistical requirements. However, it may not be possible to make up some assignments or quizzes.

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

Classroom Etiquette

During class meetings, we will discuss and debate issues about 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. 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.