

Grade Breakdown

Participation	20%
Oral Presentation	10%
Short Paper	15%
Historical Documents Assignment	10%
Annotated Bibliography and Literature Review	20%
Seminar Paper (8-10 pages for undergrads, 12-15 pages for grads)	25%

Assignments and Expectations

Participation: In upper-level undergraduate and graduate courses, participation is an absolute must. I expect you to come ready to discuss the readings for the day with enthusiasm, and I expect everyone to contribute to the discussion. Attendance is also a must. Because this course meets only once a week, you are allowed only two absences. I do not distinguish between excused and unexcused absences, so you should save your absences for emergencies (death in family, illness, work commitments). Coming to class late and leaving class early counts as a partial absence. If you miss more than two classes (including required out-of-class events), there will be a significant reduction in your participation grade. You may not miss a day on which a major assignment is due. Part of the assignment is being in class to present your findings to your classmates.

Required Out-of-Class Events: There will be two required out-of-class events, which will provide additional contexts for your understanding of the texts we're reading this semester. See the class schedule for the dates and times of these events, and make arrangements now to be available to attend them. At the events, you should take notes about the ways in which the ideas discussed add to your understanding of the texts we're reading this semester. If you do not attend these events, you will accrue absences and your participation grade will be affected as well.

Oral Presentation: We will use 10-minute oral presentations to get the conversation going each week. You will be expected to present a literary, historical, or cultural context needed for us to understand the text assigned for the day. I also expect you to pose a couple of questions for us to consider in our discussion for the day. Please bring a 1-page handout with a brief outline of the context you plan to discuss and the questions you would like us to consider.

Short Paper: You will write one short paper (4-6 pages, double-spaced), about the text you choose to do your oral presentation on. It will be due the week following your presentation, so you can write your paper with the benefit of class discussion. The paper should focus on one of the themes or issues you found most interesting in the text, and it should incorporate at least one outside secondary source not assigned by me. You also are welcome to use sources I have assigned, if they are helpful to your argument, but these sources cannot count as your outside source.

Historical Documents Assignment: Since part of the purpose of this class is to understand Victorian literature in its historical context, I would like you to read and analyze some historical documents related to one of the novels we are reading. You can choose documents related to any of the cultural issues raised by the texts, letters written by one of the authors we are reading, reviews of their work from the period, a portion of a biography or autobiography from the period, or any other historical documents you think are important. I will give you recommendations about which documents might be most helpful, but you should feel free to seek out others of interest to you. Once you have the documents, you will analyze them in a 3-4 page paper. As the assignment due date draws closer, we will discuss this assignment in more detail. Due date: Mon., March 14, at the beginning of class.

Annotated Bibliography and Literature Review: The annotated bibliography is a list of 8 secondary sources, with brief summaries and analyses of the contents of those sources, on any topic related to this course. The literature review is a 2-3 page essay, summing up the materials in the annotated

bibliography and analyzing how these materials can provide a framework for the seminar paper. I recommend that you choose the topic you plan to develop in your seminar paper, since annotating the sources will take significant time and effort. I'll give you more details about this assignment in class. The assignment is due Mon., April 11, at the beginning of class.

Seminar Paper: The seminar paper is the major writing assignment for this class and acts as a capstone to the rest of the work you will do this term. Your seminar paper (8-10 pages for undergrads, 12-15 pages for grads) should articulate a clear but complex argument about one of the texts we've read in this class, in relationship to the literary, historical, or cultural contexts we have discussed this semester. You should demonstrate a critical awareness of the topic you choose by incorporating a range of secondary (and possibly primary) sources; the oral presentation and the short paper may serve as the initial inspiration for your seminar paper, and the annotated bibliography should help you gather the research materials for your paper. The paper will be due on Mon., May 2, at 4:30 pm.

Grading Scale and Criteria:

The grading scale for undergraduates is based on the grading system approved by LMU. I will assign numerical grades for all assignments, and I will use the final grade sheet attached to this syllabus to figure final grades. The numerical/letter grade correlation is as follows: 94-100=A, 90-93=A-, 87-89=B+, 84-86=B, 80-83=B-, 77-79=C+, 74-76=C, 70-73=C-, 60-69=D, and 0-59=F. My primary grading criterion is this: for all assignments, I am looking for what I call "academic writing," writing that expresses a complex argument with specific examples as evidence and does so in an engaging, sophisticated manner. See attached handout for more about this. Graduate students should see me for more information about the grading scale and criteria for this course.

Late Assignments:

Expect deductions for late assignments. Typically, I deduct 10 points per 24 hours; for example, a paper that earns 90 points and is a day late will drop to an 80. No papers will be accepted via email, and no double submissions (same project submitted for another class) allowed.

Electronic Equipment and Visitors in the Classroom:

No cell phones, pagers, CD players, tape recorders, or other electronic equipment in the classroom. If you want to bring a laptop to class, record lectures, or bring a guest to class, you must get my approval first.

Plagiarism:

Plagiarism is the act of presenting someone else's ideas or words as your own. It is a serious academic offence and may result in a failing grade for the assignment, a failing grade for the course, and/or university disciplinary action. For more details about the university's policy on this issue and other forms of academic dishonesty, see the University Bulletin. If you are unsure about how to integrate others' ideas or words into your work without plagiarizing, consult your English handbook and/or come talk to me. I'll be glad to help you avoid plagiarism!

Drop policy:

If you do not want a "W" on your record and want a full tuition refund, you must drop the course before the end of the first week of classes. From week 2-10, you may drop, but you will receive a "W" and will not receive a full tuition refund.

Resources for Students:

Academic Resource Center: Academic Resource Center is located on the second floor of Daum Hall. Experienced tutors are available to help students who wish to improve their writing. For an appointment, call 338-2847.

Advising: For questions about the undergraduate English curriculum, see your adviser. If you are an English major/minor and you haven't talked to your adviser yet, you should do so as soon as possible. BCLA also has Student Ambassadors, who can help with certain aspects of advising.

Disabled Support Services: Persons with disabilities are welcome in this classroom. If you have a disability and need specific accommodations, please register with DSS as soon as possible and then come talk to me. DSS is located in the Academic Resource Center on the second floor of Daum Hall. The phone number is 338-4535.

Class Schedule

The workload expectations for this course follow LMU's credit-hour policy. In a four-credit course, students are expected to spend at least 180 hours on this class, which is comprised of class instruction, preparation for class, time spent on major assignments, and other class activities (including required out-of-class events). Graduate students should see me about how the credit-hour policy pertains to the amount of work they will be expected to do in this class. The dates and activities listed below are subject to change, but I will do all I can to keep us on schedule. You are responsible for noting any changes in the syllabus.

- M, 1/11: Syllabus and Introduction to Course
- M, 1/18: No class—Martin Luther King, Jr.'s Birthday—but start reading *Oliver Twist*.
- M, 1/25: Dickens, *Oliver Twist*. Read pp. lii-lvii (Preface) and 1-226 (Chapters 1-28).
- M, 2/1: Dickens, *Oliver Twist*. Read pp. 227-440 (Chapters 29-53), 443-458 (Appendices), vii-xxv (Introduction)
- M, 2/8: Brontë, *Tenant of Wildfell Hall*. Read pp. 39-219 (Preface and Chapters 1-28).

For today's class, we'll meet in Special Collections in the William H. Hannon Library, third floor. We will discuss the novel with Director of Special Collections, Cynthia Becht, who will show us some fantastic items related to Brontë's novel, as well as the other novels we're reading this semester. We also will discuss how to do the Historical Documents assignment.

WEDNESDAY, 2/10, 3-4:30pm: Required out-of-class activity in the English Village. Talk by Prof. Youngkin about Florence Nightingale's travels to Egypt, a topic covered in her new book *British Women Writers and the Reception of Ancient Egypt*.

- M, 2/15: Brontë, *Tenant of Wildfell Hall*. Read pp. 219-407 (Chapters 29-53), 413-440 and 472-479 (Appendices), 9-31 (Introduction).
- M, 2/22: Braddon, *Lady Audley's Secret*. Read pp. 43-246 (Volume 1, Chapter 1 – Volume 2, Chapter 7).
- M, 2/29: No class—Spring Break—but work on reading *Lady Audley's Secret* and historical documents assignment.

- M, 3/7: Braddon, *Lady Audley's Secret*. Read pp. 246-446 (Volume 2, Chapter 8 - Volume 3, Chapter 10), 478-500 (Appendices), 9-29 (Introduction).
- M, 3/14: Historical Documents Assignment due at the beginning of class.

In class, we'll share our research findings and also discuss how to do the Annotated Bibliography/Literature Review assignment.
- M, 3/21: Haggard, *She*. Read pp. 35-156 (Introduction and Parts 1-7). Also, be sure to look at the facsimiles right after the title page (no page numbers) and pp. 343-354 (Appendix E) as you read, for an "explanation" of the facsimiles and additions to the text by Haggard.
- M, 3/28: Haggard, *She*. Read pp. 156-280 (Parts 8-15), 11-26 (Introduction), 281-299 (Appendix A). Again, be sure to look at p. 354-56 (Appendix E) as you read, for additions to the text by Haggard.

WEDNESDAY, 3/30, 3-4:30pm: Required out-of-class activity in the English Village. Talk by Neil Hultgren, Associate Professor of English at CSU Long Beach, about prequels and sequels to H. Rider Haggard's *She*.

- M, 4/4: Moore, *Esther Waters*. Read pp. 1-164 (Chapters 1-24).
- M, 4/11: Annotated Bibliography/Literature Review is due at the beginning of class.

In class, we'll share our research findings and discuss how to proceed with the seminar paper.
- M, 4/18: Moore, *Esther Waters*. Read pp. 164-326 (Chapters 25-47), vii-xlv (Introduction).
- M, 4/25: Individual conferences about seminar papers

Seminar papers are due in my mailbox on Monday, May 2 by 4:30pm. There is no final exam for this class.

Molly Youngkin
Grading Criteria
English 5533

Below are the grading criteria for the assignments in this class. When I refer to the paper's thesis, I am referring to the main statement of your argument, which I expect to see early in the essay. When I refer to the argument, I mean the way in which the thesis is developed in the rest of the essay, through clear statements about where the argument is going at key points in the essay. Finally, when I refer to supporting evidence, I mean the specific examples from the text you are using to flesh out your argument. If you have not written this type of paper before, please come talk to me about how to go about it.

A= All material required for the assignment is present. The paper's thesis goes way beyond the obvious, and the argument presents a precise, informed, incisive, and satisfying critical investigation of the topic. The implications of the thesis are fully developed through the use of supporting evidence. The ideas within the essay are well-organized, and the language used in the essay is appropriate to the audience. The essay is written in MLA format, with in-text citations and a Works Cited page.

B= All material required for the assignment is present. The paper's thesis goes beyond the obvious, and the argument presents a clear and accurate investigation of the topic. There is some strong supporting evidence for the thesis, but the ideas may not be fleshed out as fully as they might be, or some readings may not be as precise as they could be. The ideas within the essay are well-organized, and the language used in the essay is appropriate to the audience. The essay is written in MLA format, with in-text citations and a Works Cited page.

C= All material required for the assignment is present. The essay has a thesis and details to support that thesis. The argument is adequate, but does not fully explore the implications of the topic or does not present a critical viewpoint that goes very far beyond the obvious. The supporting evidence for the argument may be adequate but not as fully developed as it could be and less convincing than it could be. The ideas within the essay are appropriately organized, and the language used in the essay is appropriate to the audience. The essay is written in MLA format, with in-text citations and a Works Cited page.

D= Material required for the assignment may be missing. The essay has a weak thesis, and details to support the thesis are not developed adequately. The thesis does not go beyond the obvious or is more descriptive than analytical. Supporting evidence for the thesis may be missing or is so far off-base to be unconvincing. The ideas within the essay are not well-organized, and the language used in the essay may not be appropriate to the audience. The essay may lack items related to MLA format.

F= Material required for the assignment may be missing. The essay has a very weak thesis or no thesis, and details to support the thesis are not developed adequately or are missing. The thesis does not go beyond the obvious or is more descriptive than analytical. Supporting evidence for the thesis may be missing or is so far off-base to be unconvincing. The ideas within the essay are not well-organized, and the language used in the essay may not be appropriate to the audience. The essay may lack items related to MLA format.

**Molly Youngkin
Grade Calculation Sheet
English 5533**

Student _____

	Numerical Value		Percentage Weight	Total Weight
Participation	_____	x	____.20_____	= _____
Short Paper	_____	x	____.15_____	= _____
Oral Presentation	_____	x	____.10_____	= _____
Historical Documents Assignment	_____	x	____.10_____	= _____
Annotated Bibliography / Lit Review	_____	x	____.20_____	= _____
Seminar Paper	_____	x	____.25_____	= _____
			Numerical Total	_____
			Final Grade	_____

Final Grade Scale

94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
60-69	D
0-59	F

Directions

1) Fill in the appropriate numerical value for each assignment; 2) Multiply that value by the percentage weight in the second column; 3) Add the amounts in the "total" column; 4) Use the "final grade scale" to calculate your final letter grade.