Course Description

This course consists of reading and other assignments based on the poetry and prose of British Romantic writers.

Rationale

The English Romantic Movement" is a requirement for English majors. The content of this course provides students with an understanding of historical and literary trends that continue to impact modern ideology as they did in England and Europe in general throughout the nineteenth century.

Objective:

Students of the English Romantic Movement should, by the conclusion of the semester, possess the following competencies:

Course Competencies: Upon completion of this course, each student should be able to:

1. Read with understanding any selection in the textbook.
2. Demonstrate an understanding of the historical, political, and literary background of the English Romantic Movement in the late-eighteenth and nineteenth centuries.
3. Develop an understanding of the status of women during this era.
4. Identify passages from various literary works of English Romantic writers.
5. Demonstrate skills that are important for interpreting and analyzing English Romantic literature.
6. Recognize common factors that connect varied works of the Romantic Movement, and as well, understand differences that individualize each Romantic writer.
7. Demonstrate a meaningful understanding of imagination, nature, individualism, freedom, rebellion, feelings, and universal brotherhood in the context of the English Romantic Movement.

Expected Measurable Outcomes:

1. Every student will prepare a presentation on a literary work or significant issue relevant for British Romanticism. Related topics that pertain to Romanticism in other countries may also be assigned.
2. All students are expected to participate constructively in discussion, questions, and comments following each presentation.
3. There will be periodic examinations designed as interpretive essays or multiple-choice questions. In the case of the "objective" or multiple-choice evaluations, difficult, obscure, or "trick" questions will be included as preparation for NTE, LSAT or other national exams for which students are preparing.

4. To ensure students' attendance and attention, a brief quiz may be given on the day's reading assignment at the beginning of any class. Such evaluations must be completed within the time allowed for each quiz; late submission is not permitted.

5. A research paper dealing with a British Romantic literary text may be assigned. If such an assignment is made, a single topic will be chosen for the entire class, and selected secondary readings will be provided. In this case, specific guidelines for the assignment will be distributed.

Schedule of Lectures/Reading Assignments (subject to change):

Insert Date:

_________ Introduction: The Riddle of Romanticism—Movement, Revolution, or Reaction?

_________ A Sampler of Early Romantic Writings: Barbauld, Blake, and Godwin

_________ The Background: Pre-Romanticism as seen in Thomson, Goldsmith, Gray.

_________ Blake, Songs of Experience (selections), "To Nobodaddy," "Mock on Mock on Voltaire and Rousseau"; "Auguries of Innocence"

_________ William Wordsworth, "Preface" to Lyrical Ballads,

_________ W. Wordsworth, "The Thorn" and other poems

_________ W. Wordsworth, "The Ruined Cottage"

_________ W. Wordsworth, "Lines Composed a Few Miles Above Tintern Abbey" "Ode: Intimations of Immortality from Recollections of Early Childhood"

_________ William Wordsworth's Female Contemporaries: Dorothy Wordsworth, Joanna Baillie, Filicia Hemans

_________ Coleridge, "The Rime of the Ancient Mariner"

_________ "The Eolian Harp", "Kubla Khan"; "Dejection: An Ode"

_________ Shelley, introduction to and selections from

_________ Shelley, "Ode to the West Wind," "To a Sky-Lark"
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<tr>
<th>Date</th>
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<td>Review for Mid-term Examination --Shelley, &quot;Mont Blanc&quot;</td>
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<td>Shelley, &quot;Mont Blanc&quot;</td>
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<td>Shelley, &quot;Adonais&quot;</td>
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<td>Keats, introduction to and selections from</td>
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<td>Keats, &quot;Sleep and Poetry,&quot; &quot;Ode to Psyche&quot;</td>
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<td>Keats, &quot;To Autumn,&quot; &quot;La Belle Dame Sans Merci&quot;</td>
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<td>Keats, &quot;Ode to a Nightingale,&quot; &quot;Ode on a Grecian Urn&quot;</td>
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<td>Keats, &quot;The Eve of St. Agnes&quot;</td>
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<td>Mary Wollstonecraft Shelley, Frankenstein, or The Modern Prometheus</td>
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<td>Coleridge: Romantic Poet as Critic, Biographia Literaria, selections</td>
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<td>Dorothy Wordsworth, Grasmere Journals and Letters, selections</td>
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<td>Shelley, &quot;A Defence of Poetry&quot; (Senior Examination)</td>
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<td>De Quincey, Confessions of an English Opium-Eater, selections</td>
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<td>Lamb, &quot;Dream Children&quot;</td>
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<td>Review for Final Examination</td>
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The above schedule is tentative. Selections will be modified based on students' interests and needs.

**Possible library Assignments:**

1. Presentations dealing with the background of course content.
2. Reports dealing with critical evaluations of course content.
3. Research for the preparation of the term paper.

Breakdown of Evaluation in Percentages (tentative):

- Presentations: 10%
- Classroom Participation: 5% *
- Quizzes and Other Papers: 40%
- Examinations: 30%
- Research Paper or other Long Paper: 15%

100% **

* Credit for Classroom Participation is awarded on the basis of constructive participation.
** All grades are achievement-based.

Grading Scale:

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<tr>
<td>A+</td>
<td>97-100%</td>
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<td>93-96%</td>
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<td>73-76%</td>
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<td>D+</td>
<td>67-69%</td>
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<td>63-66%</td>
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ATTENDANCE AND DEMEANOR

Some of the most beautiful literature (especially lyric poetry) ever written in English was composed during the Romantic era. While some of the most relevant texts are surprisingly easy to read, others are very difficult. Hence in the interests of ensuring success in English 305, each student is advised to adopt the three "C's"—civility, commitment, and cooperation—in order to achieve at least a "B" in this course!

This recommendation is in keeping with a basic educational principle included in the SCSU Faculty Handbook: SCSU faculty members are committed to creating "a learning environment that is non-threatening and conducive to learning." To this end, each student is advised to arrive no later than ten minutes after the scheduled time for the start of class. (While you are permitted to arrive later, you will have already been marked absent.) Because many students find late arrivals disruptive, you are requested to meet with the instructor during an office hour to discuss what you have missed.
(and perhaps receive an excused absence)—rather than enter late.

More information on tardiness is given in "Keys to Success in English." In any case, let's avoid haphazard attendance along with other dysfunctional behaviors such as conversing in class, working on other assignments, arriving without the scheduled reading material, or leaving class for excessive periods of time.

**BIBLIOGRAPHY**

The following list of monographs represents only a very small amount of the secondary material available on British Romanticism. New scholarship on this actively researched period of literary and cultural history is being produced and published at a steady pace.


Thomas, Helen.  *Romanticism and Slave Narratives:  Transatlantic Testimonies*.  Cambridge:


