

ELIT 46B, Major British Writers (Neoclassical to Romantic 1660-1830)



Instructor: Julie Pesano

Contact: Preferred: Canvas Course In Box on far left margin of our Canvas page
OR

E-mail Address: pesanojulie@fhda.edu or jpesano@gmail.com (gmail is a bit more reliable)

Office: On Campus F61L (near the turtle sculpture)/ I'll be on campus on Tuesdays only, so other days please see me online.

Office Hours: Zoom office hours are by-appointment only, on Monday -Thursday 12:30-1:30pm. Please email for appointment 24 hours in advance.

OR

E-mail anytime. Please allow 24 hours for a response during weekdays and 48 hours during weekends.

Class Times/Location: In person Tuesdays 10:30-12:20 L84

Canvas Course Platform:

This course uses the Canvas course management system. As a partially asynchronous, hybrid course, you are required to spend several hours on Canvas a week. You will submit all your assignments on Canvas. The Canvas page for this course is available by logging into <https://deanza.instructure.com> using your MyPortal login credentials (your student ID and password that you use to register). You will see a "tile" for the course on your dashboard. There is also a Canvas app for your phone, which I *highly recommend* you download. Please note that some of the features are limited in the phone app as well as a tablet, so you should not plan on using your phone or tablet alone for the class; access to a computer will be necessary. If you have any problems accessing the site, I suggest contacting [tech support \(ETS\) by clicking here](#).

Wednesdays and Sundays will be Canvas due dates. You are welcome to complete the work any time before 11:59pm on Wednesdays and Sundays.

Course Advisory: Eligibility for EWRT 1B, EWRT 2, *or* ESL 6.

Honors Cohort: This class also has the option to take as an honors class. This means you will complete an extra honors project, present for our first group presentation, and receive an honors designation on your transcript. To qualify, you must obtain clearance from the Honors Coordinator, Tom Nguyen NgyuenTom@fhda.edu and get an add code from me. If you are interested, please request the honors project guidelines. Here's an information video with more details.

<https://www.youtube.com/watch?v=MCrvQmrFBcg&feature=youtu.be> (Links to an external site.)

Required Texts:

You can find all these books at the De Anza Bookstore or through your preferred online vendors. Order well in advance to ensure you have the readings for our class.

1. *The Norton Anthology of English Literature: The Restoration and the Eighteenth Century* Volume C 10th edition. Editor Stephen Greenblatt
ISBN: 978-0393603040
<https://www.amazon.com/Norton-Anthology-English-Literature-Tenth/dp/0393603040/>

2. *The Norton Anthology of English Literature: The Romantic Period* Volume D 10th edition, Editor Stephen Greenblatt
ISBN: 978-0393603057
<https://www.amazon.com/Norton-Anthology-English-Literature-Tenth/dp/0393603057/>

(The Norton Anthology is also available in Volumes 1 and 2 for those of you planning on taking the entire the Elit 46 British Lit series)

3. *Frankenstein* by Mary Shelley (2nd Norton Critical Editions)
<https://www.amazon.com/gp/product/0393927938/>
(You can use any edition, but make sure you read the 1818 not the 1831 version)

Course Description

Welcome to the pendulum swing of the head and the heart! This course covers British literature from the Neoclassical Era: 1660 to 1785 (some say 1789), a time which reflects the logical, left brained, scientific perspective (see the left painting above) to the Romantic Era: 1785-1830, a time which reflects the emotional, right brained, imaginative perspective (see the right painting above). It is good to remember that the dates are general and somewhat arbitrary. Certain Romantic traits can be seen as early as the Renaissance era which precedes the Neoclassical, and Neoclassical traits may be found well into the Romantic era. Regardless, notice which era you are drawn to as you might discover your own dominant head or heart perspective. Isn't literature really just a mirror of ourselves, anyway?

Student Learning Outcomes

1. Acquire knowledge of the historical and cultural period, major writers, and key texts of Neo-Classical and Romantic British Literature.
2. Develop critical thinking skills by applying a variety of critical and theoretical criteria to the evaluation of Neo-Classical and Romantic British Literature.

Grading:

Scale: 97-100%=A+, 93-96%=A, 90-92%=A-, 87-89%=B+, 83-86%=B, 80-82%=B-, 77-79%=C+, 70-76%=C, 67-69%=D+, 63-66%=D, 60-62%=D-, 59% and below=F

Discussion Posts (weekly): 20%
Presentation: 20%
Quizzes: 10%
Participation: 10% (See below)
Midterm 20%, Final Exam: 20%

Attendance: *Students must attend the **first week** of class to secure their enrollment.*

Participation: Participation means

- Being in your seat, *ready* to work at the beginning of class.
- Being *actively* engaged in what is going on in the classroom.
- Taking responsibility for your learning process in this class.

- Asking for help when you do not understand something.
- Working willingly and appropriately with your classmates in pairs and groups.
- Listening respectfully when others are talking.
- Doing the homework *before* you come to class.
- Not checking or answering your cell phone in class or leaving class to take a call.

Late Work: You are required to complete all assignments on the due date. Late assignments will receive a point deduction depending on the amount of the assignment and the number of days late (in other words, turn in your assignments on time!) Computer issues, Wifi connection, sickness, etc. are not an excuse. Late assignments will be graded late.

***** Extra credit:** (Optional) – Get creative! Write a poem, essay, brief short story in the style of one of our authors. For example, write a satirical poem in the style of the Rochester slamming someone or something you want to mock (celebrity, your parents, the De Anza registration process!) Maximum 1-2 pages, typed, double space, on 8.5x11 white paper. This is worth 1% of your total grade (or the equivalent to 5 points in your quiz section). You may do a maximum of 1 and turn it in any time before the end of the quarter.

Honesty: (Plagiarism) I am interested in your ideas as well as how clearly you can discuss the ideas of others. If you use the ideas of anyone else (printed, friends, online), acknowledge your source immediately in parentheses (MLA style). If you use the exact words of a source, use quotation marks, **and** acknowledge the source. Plagiarism automatically results in a zero for the assignment with no opportunity for makeup. If you are uncertain about the rules for using a source, come see me before you turn in the assignment.

About Course Content:

This is an adult level course; therefore, the subject matter of readings and discussions will contain adult material.

The Reading Load:

This class is a literature class, so the reading load is high! Also, the texts we read can and will be challenging, so please make sure to take good notes and come up with questions as you read so that you can be prepared to participate in discussion posts and in class.

De Anza Student Resources:

Student Success Center: Need help with this course? Want to more personal connections this quarter? Student Success Center tutors and workshops are ready for you! Watch the [SSC Welcome Video](#) to learn more.

Tutoring: Go to <http://deanza.edu/studentssuccess> and click to join a Zoom tutoring room during open hours. **Workshops:** Attend a [Skills Workshop](#), a [content-specific math/science workshop](#), an [Accounting chapter review workshop](#), or a [Listening and Speaking workshop](#).

Resources: Join the [SSC Resources Canvas site](#) to see content and learning skills links.

After-hours or weekend tutoring: See the [Online Tutoring](#) page for information about NetTutor (via Canvas) or Smarthinking (via MyPortal).

De Anza Library

Most of your research can be found on the online databases <http://www.deanza.fhda.edu/library/>

Helpful MLA and Writing Guide

There are many online writing resources available. The one we will use in class together is the [OWL at Purdue](#). Please familiarize yourself with this website and plan to refer to it throughout the quarter.

Undocumented Students

This is a challenging time to be an undocumented student. First, I want to be very clear that **you belong here**—in this class, at De Anza, and in the broader community. There are many, many people who believe this and we will do everything we can to support you. Second, I want to call your attention to De Anza's **Resources for Undocumented Students**. Check out this website:

<https://www.deanza.edu/students/undocumented.html> (Links to an external site.)

De Anza College DSPS Syllabus Statement

De Anza College views disability as an important aspect of diversity, and is committed to providing equitable access to learning opportunities for all students. Disability Support Services (DSS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you have, a disability in any area such as, mental health, attention, learning, chronic health, sensory, or physical, please contact DSS to arrange a confidential discussion regarding equitable access and reasonable accommodations. If you are registered with DSS and have accommodations set by a DSS counselor, please be sure that your instructor has received your accommodation letter from **Clockwork** early in the quarter to review how the accommodations will be applied in the course. Students who need accommodated test proctoring must meet appointment booking deadlines at the Testing Center. DSS Location: RSS Building, Suite 141, Phone: 408-864-8753 On the web: <http://www.deanza.edu/DSS/> (Links to an external site.) Email: DSS@deanza.edu

De Anza College Mental Health Statement

Life at college can get very complicated. You may sometimes feel overwhelmed or lost. You may experience stress, anxiety or depression, or struggle with relationship difficulties. Many of these issues can be effectively addressed with a little help. Psychological Services helps students cope with difficult emotions and life stressors. Psychological Services is staffed by experienced, professional psychologists and counselors, who are attuned to the needs of college students. **The services are FREE and completely confidential.** Find out more at <http://deanza.edu/psychologicalservices/> (Links to an external site.) or by calling 408-864-8868.

Food Pantry

The De Anza College Food Pantry is available to any De Anza student who qualifies for assistance. To be eligible, students must have a student ID and meet the [income guidelines](#) (Links to an external site.) for the Emergency Food Assistance Program (EFAP). The Food Pantry is located in the [Outreach Office](#) (Links to an external site.) (Seminar 3 Building). **Food Pantry Hours - Monday – Friday 8 a.m.- 4:30 p.m.** Questions? Contact the Outreach Office at outreach@deanza.edu or 408.864.8327. Or visit this website: https://www.deanza.edu/outreach/food_pantry.html (Links to an external site.)

Financial Aid

De Anza's Financial Aid Office, on the bottom floor of the Hinson Center (near Campus Police) gives out many scholarships! The website is <http://www.deanza.fhda.edu/financialaid/scholist.htm> or contact Cindy Castillo (408)864-8403 or castillocindy@fhda.edu.

Welcome to the class! Please let me know if you have any questions. I encourage you to throw your heart into the learning, and the grade will follow. I look forward to working with and learning from all of you. JP

Important Dates: (see <http://www.deanza.edu/calendar/>)

January 9

First day of winter quarter

January 16

Martin Luther King Jr. Holiday - no classes, offices closed

January 21

Last day to [add classes](#)

January 22

Last day to [drop classes](#) without a W

February 17-20

Presidents' Holiday - no classes, offices closed

March 3

Last day to [drop classes](#) with a W

ELIT 46B Tentative Schedule Winter 2023

- All readings below come from *The Norton Anthology* or *Frankenstein*
- Tuesdays in Person Class Meetings 10:30-12:20
- Wednesdays and Sundays Canvas Work Due by 11:59pm
- Complete Canvas Tasks in order (1,2,3...)
- Read all the modules not just the assignments in your “to do” list.

<u>Week 1</u> (Module 1)	Restoration
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Tuesday 1/10 In-person Meeting:

1. Introduction to the course
2. Review and reinforce Canvas information

Wednesday 1/11 On Canvas:

1. READ: The syllabus
2. TAKE: The Quiz on the syllabus
3. READ: Biographical Historical Presentations
4. READ: Meet your Instructor
5. COMPLETE: The Student Questionnaire
6. READ: Netiquette and Zoom Policy
7. POST: An introduction of yourself to the class

Sunday 1/15 On Canvas:

1. POST: Responses to 2 of your classmates' posts in the “Introduction Forum”
2. WATCH: Overview of the Restoration
3. TAKE: Quiz on Video
4. READ: “The Restoration and the Eighteenth Century 1660-1785” pp 3-33
5. READ: John Wilmot, Second Earl of Rochester pp 122-123 and “Satyr on Charles II”

<http://jacklynch.net/Texts/charles2.html>

6. POST: Discussion “Satyr on Charles II” and Critical Theory

<u>Week 2</u> (Module 2) Satire
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Tuesday 1/17 In-person Class Meeting:

1. **Presentation #1 Satire: John Dryden**
2. Review and Reinforce Canvas assignments

Wednesday 1/18 On Canvas:

1. POST: 2 Responses to Classmates' posts on "Satyr on Charles II"
2. READ: "John Dryden" pp. 34 - 35 "Mac Flecknoe" pp. 62-68 "Wit as 'Propriety'" pp 83, "The Art of Satire" pp 83 – 84
3. TAKE: The Quiz on Readings
4. POST: Dryden Discussion Questions

Sunday 1/22 On Canvas

1. POST: Responses to 2 of your classmates' posts on Dryden Discussion

<u>Week 3</u>	Political Allegory
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1/24 Tuesday In-person Meeting:

1. **Presentation #2 18th Century British Politics: Jonathan Swift**
2. Review and Reinforce Canvas assignments

1/25 On Canvas:

1. READ: "Jonathan Swift" pp. 254-256, "A Modest Proposal" pp 454 - 460, *Gulliver's Travels* Part I pp. 278 - 322
2. TAKE: The Quiz on Readings
3. POST: Jonathan Swift Discussion Questions

1/29 On Canvas:

1. POST: 2 Responses to Classmates' posts on Jonathan Swift Discussion Questions

<u>Week 4</u>	Height of Neoclassicism
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1/31 In-Person Meeting:

1. **Presentation #3 18th Century London Society Life: Alexander Pope**
2. Review and Reinforce Canvas assignments

2/1 On Canvas:

1. READ: "Alexander Pope" pp 486 – 490, "Rape of the Lock" pp. 506 - 525
2. TAKE: The Quiz on Readings
3. POST: "Rape of the Lock" Discussion Questions

2/5 On Canvas:

1. POST: 2 Responses to Classmates' posts on "Rape of the Lock" Discussion Questions

<u>Week 5</u>	Rise of the Novel
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2/7 In-Person Meeting:

1. **Presentation #4 17th /18th Century British Colonialism: Aphra Behn**
2. Review and Reinforce Canvas assignments

2/8 On Canvas:

1. READ: "Aphra Behn" pp 133 – 135, *Oroonoko, or The Royal Slave* pp. 139-186
2. TAKE: The Quiz on Readings
3. POST: *Oroonoko, or The Royal Slave* Discussion Questions

2/12 On Canvas:

1. POST: 2 Responses to Classmates' posts on *Oroonoko, or The Royal Slave* Discussion Questions
2. POST: READ Midterm Preview and Brainstorm Questions

Week 6**Midterm Exam**

2/14 In-person Meeting:

1. Discuss Midterm
2. Review and Reinforce Canvas assignments

2/15 On Canvas:

1. POST: Midterm Exam

2/19 On Canvas:

No Assignments Due

Week 7**Early Romanticism**

2/21 In-Person Meeting:

1. **Presentation #5 Early Romanticism: William Blake**
2. Review and Reinforce Canvas assignments

2/22 On Canvas:

1. READ: (Switch to Volume D of *Norton Anthology*) "The Romantic Period 1785-1832" pp. 3-30, "William Blake" pp.122 – 125, *Songs of Innocence and Experience* pp. 127 - 145
2. TAKE: The Quiz on Readings
3. POST: *Songs of Innocence and Experience* Discussion Questions

2/26 On Canvas:

1. POST: 2 Responses to Classmates' posts on *Songs of Innocence and Experience* Discussion Questions

Week 8**Romantic Movement Continued (The Lake Poets)**

2/28 In-Person Meeting:

1. **Presentation #6 The Lake Poets: Wordsworth and Coleridge**
2. Review and Reinforce Canvas assignments

3/1 On Canvas:

1. READ: "William Wordsworth" pp. 280- 282, *Lyrical Ballads* pp. 282 – 315, "Samuel Taylor Coleridge" pp. 441 – 444, "Rime of the Ancient Mariner" pp. 448 - 464
2. TAKE: The Quiz on Readings
3. POST: *Lyrical Ballads* and "Rime of the Ancient Mariner" Discussion Questions

3/5 On Canvas:

1. POST: 2 Responses to Classmates' posts on *Lyrical Ballads* and "Rime of the Ancient Mariner" Discussion Questions

Week 9**Later Romanticism**

3/7 In-Person Meeting:

1. **Presentation #7 Later Romanticism: Byron and Shelley**
2. Review and Reinforce Canvas assignments

3/8 On Canvas:

1. READ: George Gordon, Lord Byron pp. 608-612, "She walks in beauty" 613, *Don Juan* Canto 1 668-700, Percy Bysshe Shelley pp. 763-766, "Mont Blanc" pp. 784-788
2. TAKE: The Quiz on Readings
3. POST: Byron and Shelley Discussion Questions

3/12 On Canvas:

1. POST: 2 Responses to Classmates' posts on Byron and Shelley Discussion Questions

<u>Week 10</u>

The Gothic Novel

3/14 In-Person Meeting: Presentation #8 The Gothic Novel: Mary Wollstonecraft Shelley
Review and Reinforce Canvas assignments

3/15 On Canvas:

1. READ: "The Gothic and the Development of Mass Readership" pp. 514 – 515, "Mary Wollstonecraft Shelley" pp. 1030 – 1032, *Frankenstein* Letters - Volume II Chapter II (pp. 9 -74 in the Norton Edition)
2. TAKE: The Quiz on Readings
3. POST: *Frankenstein* Discussion Questions

3/19 On Canvas:

1. POST: 2 Responses to Classmates' posts on *Frankenstein* Discussion Questions

<u>Week 11</u>

3/21 In-Person Meeting:

1. Review and Reinforce Canvas assignments

3/22 On Canvas:

1. READ: *Frankenstein* Volume II Chapter III – End (pages 74- 168 in Norton Edition)
2. TAKE: The Quiz on Readings
3. POST: *Frankenstein* Discussion Questions

3/26 On Canvas:

1. POST: 2 Responses to Classmates' posts on *Frankenstein* Discussion Questions
2. POST: Final Exam Brainstorming Questions

<u>Week 12</u>

Final Exam Week

3/28 **NO IN-PERSON CLASS!!!**

3/29 On Canvas:

1. POST: Final Exam