

**ENGLISH 4430: EIGHTEENTH-CENTURY BRITISH NOVEL**

**Instructor:** Dr. Monica Smith

**Office:** 328 Park Hall

**Office Hours:** Tuesday, 11-12:15; Thursday, 2-3:15

**Email:** msmith@english.uga.edu

**Course URL:** available via WebCT

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

**PREREQUISITES:** (ENGL 2310 or ENGL 2320 or ENGL 2330 or ENGL 2340 or ENGL 2400) and (ENGL 2310 or ENGL 2320 or ENGL 2330 or ENGL 2340 or ENGL 2400 or CMLT 2111 or CMLT 2210 or CMLT 2212 or CMLT 2220).

**COURSE DESCRIPTION:** An exploration of the English novel during the eighteenth century. This is an active, discussion-oriented class with substantial, demanding, daily readings. Each day, students should come to class prepared to articulate and defend their own readings, both on paper and in person.

**REQUIRED TEXTS:** Please purchase the editions specified below. Please check the edition numbers in bold print on your copies.

- Aphra Behn, *Oroonoko*, ed. Catherine Gallagher (Bedford, 1999, ISBN 0312108133)
- Daniel Defoe, *Moll Flanders* ed. Paul Scanlon (Broadview, 2005, ISBN 1-55-111-451-8)
- Tobias Smollett, *Humphry Clinker*, ed. Angus Ross (Penguin, 1985, ISBN 0-14-043021-0)
- Henry Fielding, *Joseph Andrews* with *Shamela* and excerpts from Samuel Richardson's *Pamela*, ed. Paul A. Scanlon (Broadview, 2001, ISBN1-55111-220-5)
- William Godwin, *Caleb Williams*, eds. Gary Handwerk and A.A. Markley (Broadview, 2000, ISBN1-55111-249-3)
- Charlotte Smith, *The Young Philosopher*, ed. Elizabeth Kraft (Univ. of Kentucky Press, 1999)
- Horace Walpole, *Castle of Otranto*, ed. Frederick Frank (Broadview, 2003, ISBN 1-55111-304-X)
- Jane Austen, *Northanger Abbey*, ed. Claire Grogan, 2<sup>nd</sup> edition (Broadview, 2002, ISBN 1-55111-479-8)
- Mary Wollstonecraft, *Mary and Maria* (Penguin, 1992, ISBN 0-14-043371-6)

**ASSIGNMENTS AND REQUIREMENTS:**

**Daily Readings** are substantial and demanding, and some texts will demand multiple readings. All readings should be completed before coming to class, and I strongly recommend that you get in the habit of reading ahead.

**Commonplace Book entries** will be due throughout the semester; all entries will be posted on the course WebCT account.

- For this assignment, I am asking you to collect and reflect on passages from our readings in this course. A commonplace book is a collection of passages saved for future reference, so that the things we read—the thoughts that move us—will not disappear, unrecoverable, into the deep hole of our forgetfulness. But more than just a static collection of quotes, our commonplace book will become a reflection of the different ways we read these texts, the variety of approaches we all bring to the table.
- You should aim for *at least* one entry a week; in this instance, more is better. The more you write, the more you will engage closely with our readings, and the more you will have to draw on for the final component of this assignment (see **epilogue** below).

- When **preparing commonplace book entries for WebCT**, I strongly encourage you to write your response in your word processor, saving often, and copy/paste your entry into WebCT. It is far too easy to lose an entry when composing online. See “Computer Access” below.
- For each entry, you should first, include the entire quotation, identifying the author and work as well as giving us page numbers. You should briefly explain the content of the passage. Next explain the significance of the passage: why you like it (or don’t like it); whether, why, and to what extent you agree with it; why you would like to remember it; what you would like others to notice about it. Ask yourself whether the passage speaks to something you’ve considered before or perhaps something you’ve read before. Does it strike you as bold, different, original? Why?
- At the end of term, you will study your collection and commentary, preparing a brief **epilogue** explaining what the collection says about you, your reading practices, your experience with the literature of the period, etc. Reflect on the collection, search for patterns, and write a short essay (the equivalent of 2-3 double-spaced pages) explaining the collection to me, to yourself, to your classmates.
- During the first week of class, I’ll post a sample entry—not for you to use as a template, but rather as a springboard. Periodically, we will use your commonplace book entries as discussion starters in class.

**In-class Writings and Quizzes** will vary from a quick, four or five line response to a question or prompt to a detailed analysis of a particular passage. Expect a quiz or in-class writing daily. These writings will be assessed according to the degree of engagement the student demonstrates with the question or assignment. At the end of term, I will drop your lowest quiz/in-class writing grade.

**Attendance** is required. Students may not exceed the allowed number of absences for any reason, and all absences will be treated the same, i.e. no differentiation between “excused” or “unexcused” absences. Habitual or excessive tardiness may be counted as an absence.

- For each absence, regardless of the reason, you will lose 10 points from your attendance grade; if you miss 3 classes, for instance, your attendance grade will be a 70. Students who miss no classes will receive 10 bonus points; therefore if you miss 0 classes, your attendance grade will be 110. Attendance counts 5% of the final course grade. Attendance points lost due to absence cannot be made-up, and no extra credit projects will be assigned so that points can be recovered.
- On the fourth absence, regardless of the reason, you will be dropped from the course. If the fourth absence occurs before the midpoint, you will be dropped with a W; if the fourth absence occurs after the midpoint, you will be dropped with a WF.

**Literary Criticism Project:** With a group of classmates, you will gather, assess, compare, and present to the class a cluster of critical works surrounding one of our primary texts. The project will involve three components, prepared over the course of the semester.

- 1) Individually, you will prepare a **précis** of a work of literary criticism.
- 2) Together with a group of classmates working with the same author and primary text, you will prepare a 6-10 page **collaborative essay** that compares/contrasts your literary criticism.
- 3) Together, you will prepare a 9-10 minute **presentation** for the class.

**Project Requirements:**

- The **précis** should summarize your critical source. All sources should come from reputable scholarly journals and/or presses. I will provide a library orientation early in the semester, and we will discuss the specifics of choosing secondary sources.
- The **collaborative essay** should be a synthesis of analysis and description, clearly demonstrating both understanding of and engagement with the argument(s) and text(s), both primary and secondary. In short, you are making an argument about a collection of arguments, one that leads

your reader to understand more fully both the arguments themselves as well as the group's take on them. You might find it helpful to ask which of the arguments seem the most provocative, persuasive, or surprising? Why? What kind of commentary can you offer that goes beyond your largely descriptive précis?

- The **presentation** should summarize your individual essays, illustrate the main points, and, most importantly, compare the central issues at stake. You should provide at least one visual aid and a handout for your classmates. The handout should include (but is not limited to) full bibliographic citations for each critical work you will discuss.

**Project Timeline and Assessment: Information available via WebCT. Please review before January 17 and bring any questions to class.**

**Examinations:** The **midterm** will consist of two parts: identifications and an essay. The essay will be drafted in class and later revised to a 5-7 page critical essay. The draft will be graded and will count 1/3 of the final grade. The **final exam** will be a comprehensive essay examination. Alternate testing dates are not available, and make-ups will only be allowed under the most extreme circumstances—circumstances which have been verified by Student Affairs. (See “Make-up Policy” for more information.)

**MAKE-UP POLICY:** No late assignments will be accepted. Each student is held responsible for all assignments, regardless of her/his class attendance on the day the assignment is made. If a previously scheduled event coincides with an exam or paper due date, a written request for an extension or make-up date will be considered. All such requests must be submitted prior to the date in question. Any requests based on illness or family emergency must be accompanied by written documentation from Student Affairs. All make-ups and extensions are at the instructor's discretion.

**COMPUTER ACCESS:** Students are expected to check email and the WebCT page daily. Some course materials will be available only off of the course webpages. Students are responsible for finding working computer equipment, and several labs are available on campus. Please note that since “The printer wouldn't work,” “Something's wrong with my disk,” and “I don't know what happened; I posted it but now it's not there” have become the 21<sup>st</sup> century versions of “My dog ate my homework,” computer, software, or printer malfunction/failure of any kind will not constitute a valid excuse for missed, late, or incomplete work. When preparing work for class, “save early, save often,” “print early, print often,” and save in multiple formats (hard drive, floppy disk, email, and/or flash drive).

**CONFERENCES:** Office hours are Tuesday from 11-12:15 and Thursday from 2-3:15. Please feel free to stop by with any questions. If this time is not convenient, I will be happy to schedule an appointment.

**ACADEMIC HONESTY:** All students are expected to demonstrate the highest standards of honesty and integrity in every phase of their academic careers. Any instance of suspected plagiarism will be reported to the Office of the Vice President of Instruction. All academic work must meet the standards contained in “A Culture of Honesty.” Students are responsible for informing themselves about those standards before performing any academic work. For detailed information about academic honesty, visit:  
<http://www.uga.edu/ovpi/honesty/acadhon.htm>

**ACCESS STATEMENT:** If you need adaptations or accommodations because of a disability (i.e., physical, mental, psychological, learning), have emergency medical information to share with me, or need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible. Students with the option of testing at either of the disability services centers will be required to do so.

**GRADING:**

Attendance	5%
In-class Writings and Quizzes	10%
Commonplace Book	15%
Literary Criticism Project	20%
Midterm Identifications	15%
Midterm Essay	15%
Final Exam	20%

**DAILY SCHEDULE:** *Subject to change.* The most up-to-date version can be found on the class WebCT page.

**Tuesday, January 10: First Day of Class**

Introduction to course

**Thursday, January 12: Drop Add Ends**

“The Restoration and the Eighteenth-Century” (WebCT); start reading novels

**Tuesday, January 17**

Aphra Behn, *Oronooko*

**Thursday, January 19**

Daniel Defoe, *Moll Flanders* (through page 232)

**Tuesday, January 24**

Daniel Defoe, *Moll Flanders* (232 through end)

**Thursday, January 26**

Library Orientation: Meet at the Library Instruction Lab on the first floor of the Main Library

**Tuesday, January 31: Sign-up for Literary Criticism Project primary text**

Henry Fielding, *Joseph Andrews*, Books I-II, Appendix A

**Thursday, February 2**

Henry Fielding, *Joseph Andrews*, Books III-IV

**Tuesday, February 7**

Henry Fielding, *Joseph Andrews*, Appendices B (*Pamela* and *Shamela*), C, and D

**Thursday, February 9**

Tobias Smollet, *Humphrey Clinker* (through J. Melford’s letter ending on page 149)

**Tuesday, February 14**

Tobias Smollet, *Humphrey Clinker* (149-end)

**Thursday, February 16**

Exam: Identifications

**Tuesday, February 21**

Exam: Essay

**Thursday, February 23**

Horace Walpole, *The Castle of Otranto*

**Tuesday, February 28: Written progress report due**

William Godwin, *Caleb Williams*

**Thursday, March 2: Midterm**

William Godwin, *Caleb Williams*

**Tuesday, March 7: Midterm Withdrawal Deadline**

Mary Wollstonecraft, excerpts from *Vindications of the Rights of Woman* (WebCt)

**Thursday, March 9**

TBA

**Tuesday, March 14: SPRING BREAK**

**Thursday, March 16: SPRING BREAK**

**Tuesday, March 21**

Mary Wollstonecraft, *Mary and Maria*

**Thursday, March 23: Individual precis due**

Charlotte Smith, *The Young Philosopher*

**Tuesday, March 28**

Charlotte Smith, *The Young Philosopher*

**Thursday, March 30**

“The Gothic and the Development of a Mass Readership,” from *The Norton Anthology of English Literature*, Vol. 2, 8<sup>th</sup> edition (WebCT)

**Tuesday, April 4: Revised Midterm Essay Due**

TBA

**Thursday, April 6**

Jane Austen, *Northanger Abbey*

**Tuesday, April 11**

Jane Austen, *Northanger Abbey*

**Thursday, April 13**

Group conferences: Each conference will last 30-40 minutes, and each group will have one conference. I ask that group members discuss scheduling in advance and find at least two other times we could meet outside of class time, since our class period only lasts 75 minutes. I can meet at any of the following times: MWF 9-5, T/TH 11-12 or 2-3

**Tuesday, April 18**

Group conferences con't

**Thursday, April 20**

Presentations

**Tuesday, April 25**

Presentations

**Thursday, April 27: Commonplace Book Epilogue Due NO LATER than today (although you may post it as early as April 12)**

Review for final

**Final Exam:** If you have a final exam conflict, let me know as soon as possible—and by midterm at the latest. The final exam schedule can be found at

[http://www.reg.uga.edu/or.nsf/preview/Spring\\_Exam\\_Schedule](http://www.reg.uga.edu/or.nsf/preview/Spring_Exam_Schedule).

The university's conflict policy is as follows: "A student with three final examinations scheduled within the same calendar day or two examinations at the same time may petition to reschedule one exam to a different time or day. If one of the conflicting final examinations is a mass exam, then it will be rescheduled. The instructions for rescheduling are located at the following web sites:

[www.bulletin.uga.edu](http://www.bulletin.uga.edu) and [www.curriculumsystems.uga.edu](http://www.curriculumsystems.uga.edu)." Please note that a petition to change a final exam time may or may be granted, and the decision rests with the individual faculty member.

Final Exam Time: Thu, May 4, 2006, 3:30 - 6:30 pm