



Wayland Baptist University Mission Statement: Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success and service to God and humankind.

Course Name: ENGL 5302.VC01 — Restoration and Eighteenth-Century British Literature

Class Meeting Time and Location: Class should be available any time, day or night, through Blackboard (BB) online.

Term and Year: Spring 2020 (11-week term), February 24–May 16, 2020

Instructor: Dr. Karen Beth Strovas

Email: strovask@wbu.edu (email is the best way to reach me!)

Office and Phone Number: My office is physically located on Wayland's home/Plainview campus in Gates Hall 202A, 806-291-1114. For serious concerns, you may call or text my **cell (806) 292-3543**. **I have small kids, so please respect sleeping hours.** Feel free to email me any time. I will get back to you as soon as possible, nearly always within 24-48 hours.

Office hours: M/W 10-11, 2-3; Tu 11-12:15, 2-3; Th 11-1, 2-3; and by appointment (hours subject to change during the Plainview campus's breaks)

Catalog Description: Advanced readings in British poetry, prose, and drama from 1660-1800. **Prerequisite:** graduate standing

Required Textbook and Resources:

- *The Longman Anthology of British Literature, Volume 1C: The Restoration and the Eighteenth Century*, Longman, ISBN 0205655270
- *The Castle of Otranto*, Horace Walpole, Oxford World Classics, 0199537216
- *Pamela*, Samuel Richardson, Oxford World Classics, 019953649X
- This course will take place entirely online. You must have a reliable and secure computer connection and internet service, as well as access to software for writing papers (such as Microsoft Word) and software capable of reading documents produced in .html and .pdf formats; backup media such as a USB flash drive or dropbox, etc.
- You must have reliable internet service and a WBU email account. Your WBU email is likely the only way that I will contact you, so check it daily.

Course Outcome Competencies: At the end of the course, students actively engaged in learning will be able to:

1. discuss a representative selection of eighteenth-century literary works
2. create an arguable, original thesis relating to one of the literary works
3. differentiate the cultural and historical contexts in which the works were written
4. discuss key elements of a novel of the period
5. demonstrate comprehension of limited scholarship on an assigned work
6. articulate this comprehension in a research essay

The more the student puts into the course, the better his or her outcome competencies will be.

Attendance Requirements:

This WBU Online course is set up on a weekly “module” basis. This means assignments, readings, discussions, papers, etc. will generally be presented and due each week (Monday-Sunday). Therefore, a *minimum* “attendance” of accessing the Blackboard (BB) class at least once a week is required in order to complete the course successfully. Participation and attendance will be determined through discussion board posts and/or submission of assignments. With that in mind, failure to submit two or more required assignments (including Discussion Board posts) is grounds for receiving an F in the course, regardless of final grade average. Makeup work will be offered at the instructor's discretion and will be considered on a case-by-case basis. Any authorized makeups must be completed within the time limit set by the instructor; otherwise, the makeup grade will be zero. Finally, recall that WBU’s catalog stipulates students who miss 25% or more of class time will automatically fail the course. 25% of 11 weeks is fewer than 3 weeks.

Disability Statement:

“In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765. Documentation of a disability must accompany any request for accommodations.” Note: If you would like me to accommodate a disability, please provide documentation within the first week of class or as soon as possible.

Academic Honesty:

No form of cheating will be tolerated. *Plagiarism*—copying or purchasing someone else’s words or ideas and presenting them as your own—is not only a form of cheating but also a serious academic offense. In the very least plagiarism or related forms of cheating will result in an F on the work in question, with the possibility of an F in the class. An official report will also be filed with the Provost/Academic VP. See the [Wayland catalog](#) for further information on the penalties of plagiarism.

Class Communication, Announcements, and Updates:

Official announcements not made in class will be sent to our Blackboard class online, and Blackboard automatically forwards these announcements to your WBU email, as well. It is your responsibility to set up your Wayland email account and check it daily. If you need assistance with your **Wayland email**, call IT @ (806)291-3540, OR [access assistance online from IT regarding your email account](#).

Technical Aspects of the course:

If you encounter technical problems, find some assistance at [WBU Online](#).

- You are encouraged to visit the [WBUonline Blackboard login page](#) as soon as possible and work through the [Learn Module tutorials](#) if are not familiar with how the service works. If you have problems with Blackboard or your WBU email, please use the WBU Support Contacts available on the [WBUonline Blackboard login page](#) or the contact info above.
- Note: It's been my experience Blackboard works better with Mozilla Firefox or Google Chrome than with Microsoft Internet Explorer. You may want to download a Firefox browser to use for class if you don't already have one.

Class Expectations and Respect for Others:

Students are expected to treat one another and their instructor with respect in all communication, whether that is through email or Blackboard Discussion Boards. Please choose your words well.

*Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

*Required by Southern Association of Colleges and Schools Commission on Colleges

Grading Chart:

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| - Active participation in posted Discussion Boards | 40% |
| - Close Reading Essay | 25% |
| - Research & Analysis Essay + MLA-style Works Cited page | 30% |
| - Final Exam | 5% |

Assignment Descriptions: This class is made up of four types of assignments: Discussion Boards, Close Reading Essay, Research & Analysis Essay, and Final Exam. More detailed assignment descriptions will be uploaded to "assignment sheets" in Blackboard within at least two weeks of the assignment's due date. Written assignments should be submitted in electronic form through Blackboard by their due dates. **Late essays will be penalized 5 points per 24-hour period and will not be accepted more than one week late.**

1. **Discussion Boards Participation and Reading Homework**– Students are responsible for reading, studying, and completing the assigned material by the assigned due dates. Each week, I will present at least one or two topics for discussion from the reading or a related subject on the Blackboard forum for this course.

How I will grade Discussion Boards:

In general, if you follow directions, turn your DB in on time, answer my prompt fully and thoughtfully, and respond to at least two classmates, you will receive between 90-100%. I will automatically deduct 10 points at each 24-hour mark late. I will deduct 10 points for each missing response to a classmate. Each DB post will be assessed on a case-by-case basis for quality and completion.

2. **Close Reading Essay** – This is a 3- to 5-page, double-spaced, argument with an original thesis which should be developed by reading closely and pondering a particular theme or significant idea that appears in the readings between the beginning of the semester and wk. 4. You may focus on one single literary selection or author or a few, but try to hone in on a single controlling idea so that you can successfully argue a convincing thesis in a short space. Use short quoted excerpts from the poetry or prose to focus your argument on specifics. Offer paraphrased and quoted evidence from the literary work to substantiate your findings. **Do not use outside sources—only your primary source, the literature.** I want to see how well you understand what's going on in the literary works themselves. Use MLA documentation style and be sure that your MLA documentation style is authoritative and accurate. A Helpful MLA internet site is Purdue OWL: <https://owl.english.purdue.edu/owl/resource/747/01/>.

How I will grade the Close Reading Essay: This essay will be evaluated on a rubric according to the following criteria: (1) control and responsible development of discussion; (2) presentation of author's ideas and wording as evidence; (3) analysis of, and ability to draw conclusions from, this evidence; (4) clarity and polish of writing; (5) proper use of MLA documentation style; (6) following directions.

The Close Reading Essay is due by April 4, midnight (April 9, 12 a.m. Central Time). See assignment sheet for more details.

3. The **Research & Analysis Essay** is an essay of 10-14 minimum double-spaced, typed pages (minimum = all the way to the bottom of 10), on a topic relating specifically to one or more of the works or authors assigned this semester. Your objective is to use your own reasoning and literary analysis skills in conjunction with views from scholarly sources to present a well-argued and convincing thesis.

Your topic should relate to some aspect of eighteenth-century literary genres, an eighteenth-century author or theme, or a social issue examined or complicated by eighteenth-century literature. In addition to using your literature as a primary source, locate and use at least 5 secondary scholarly sources (books or journal articles that analyze the novel). Your secondary sources can be used as historical, supporting, or counterargument material; they should relate directly to your thesis or topic. Any material in the introductions or notes in your course books may count as source material—email me if you have a question about something you would like to use. A Works Cited page in MLA citation format is required, and your essay will not be graded without it. See the assignment sheet for more details.

How I will grade the Research & Analysis Essay: This essay will be evaluated on a rubric according to the following criteria: (1) control and responsible development and organization of discussion; (2) presentation of ideas and wording from primary and secondary sources as evidence (your essay should demonstrate that you understand how to use summary, paraphrase, and quotation properly); (3) analysis of, and ability to draw conclusions from, this evidence; (4) clarity and polish of writing; (5) proper use of MLA in-text citation style; (6) following directions.

The Research & Analysis Essay is due by May 6, noon (12 p.m. Central Time). See assignment sheet for more details.

4. Final Exam: One exam, a final, will be given during the term. This exam is likely contain two sections, one of which would be a relatively short essay in which you reflect on your experiences with the literature and themes of this course, including a “take away” list of which two lessons you believe were most insightful or valuable to you as a literary student or scholar, and why. A list of prompts will be provided no less than one week before the exam is due.

The Final Exam is due by May 16, noon (12 p.m. Central Time). See assignment sheet posted during week 10 for more details.

Letter Grade Scale: My grading scale is as follows: 89.5-92.4/A-, 92.5-97.4/A, 97.5-100/A+; 79.5-82.4/B-, 82.5-87.4/B, 87.5-89.4/B+, and so forth. Anything below 59.5 is an F. Weighted grades are averaged according to a 100-point scale and are totaled at the end of the semester. Please talk with me if you are having concerns (or happiness!) about your grades.

ENGL 5302 Course Schedule/Outline

Page numbers refer to the editions of the course texts listed in the syllabus. This schedule is subject to revision, although changes are unlikely. Students will be notified of any changes.

Week 1: Monday, February 24–Sunday, March 1:

1. Read "Introduction to Course" on Blackboard (BB)
2. Read portion of *The Longman Anthology to British Literature*—"The Restoration and the Eighteenth Century: At a Glance," (pages 1981-1984); *The Restoration and the Eighteenth Century* (pages 1985-2009); "Perspectives: Reading Papers" (page 2310); "Periodical Personae" and skim through excerpts from *The Tatler*, *The Spectator*, and *The Female Spectator* (pages 2316-2328)
3. Read through Lecture 1 on BB and save it as reference material
4. Review any lecture notes
5. Complete Week 1 Discussion Board post

Week 2: Monday, March 2–Sunday, March 8:

1. Read Week 2 Announcement (if posted) on BB
2. Read portion of *The Longman Anthology to British Literature*— Selections by Jonathan Swift (pages 2337-2365), which includes "A Description of the Morning," "A Description of a City Shower," "Stella's Birthday, 1719," "Stella's Birthday, 1727," and "The Lady's Dressing Room," plus the introductions to each work, Lady Mary Wortley Montagu's "Response to The Lady's Dressing Room," and Swift's "Verses on the Death of Dr. Swift." For "Verses on the Death..." you may focus on the first few pages only.
3. Read Lecture 2 on BB
4. Review any lecture notes
5. Complete Week 2 Discussion Board post
6. Read through the Close Reading Essay assignment sheet from start to finish. Email any questions you have regarding the essay assignment.
7. Consider whether any of the readings from this week interest you for the Close Reading Essay. Brainstorm topics.

Week 3: Monday, March 9–Sunday, March 15:

1. Read Week 3 Announcement (if posted) on BB
2. Read portion of *The Longman Anthology to British Literature*— Selections by Alexander Pope: "An Essay on Criticism" (pages 2438-2458) and "The Rape of the Lock" (2470-2491), plus the introductions to each work.
3. Read Lecture 3 on BB
4. Review any lecture notes
5. Complete Week 3 Discussion Board post
6. Consider whether any of the readings from this week interest you for the Close Reading Essay. Brainstorm topics. Email me if you're not sure.

----March 16-March 22: Spring Break—no class----

Week 4: Monday, March 23–Sunday, March 29:

1. Read Week 4 Announcement (if posted) on BB
2. If you haven't already, try to complete your reading early in the week this week so that you may choose your topic for the Close Reading Paper as soon as possible. Be thinking about at least three key passages from the literature that you plan to use for evidence/support.
3. Read portion of *The Longman Anthology to British Literature*— Selections by Lady Mary Wortley Montagu (pages 2543-2554), which includes the introduction to the author, "from The Turkish Embassy Letters," "To Lady Mar," "Letter to Lady Bute," "Epistle from Mrs. Yonge to Her Husband," and "The Lover: A Ballad."
4. Read Lecture 4 on BB
5. Review any lecture notes
6. Complete Week 4 Discussion Board post
7. Make significant progress on Close Reading Essay

Week 5: Monday, March 30–Sunday, April 5:

1. **Close Reading Essay due uploaded to BB by midnight on April 4 (April 5, 12 a.m. CST)**—Please see assignment sheet for details.
2. Read Week 5 Announcement (if posted) on BB
3. Read about 3/5 of our first novel: Samuel Richardson, *Pamela* (pages 1-299)
4. Read Lecture 5 on BB
5. Review any lecture notes
6. Complete Week 5 Discussion Board post
7. Pat yourself on the back—what a week! You've reached the halfway point. 😊

Week 6: Monday, April 6–Thursday, April 9:

1. Read Week 6 Announcement (if posted) on BB
2. Read the last 2/5 of Samuel Richardson, *Pamela* (pages 300-503)
3. Read Lecture 6 on BB
4. Review any lecture notes
5. Complete Week 6 Discussion Board post (**due by Thursday midnight instead of Saturday midnight, due to the Easter holiday**)
6. Read through the Research & Analysis Essay assignment sheet from start to finish. Email any questions you have regarding the essay assignment.
7. Consider whether *Pamela* interests you for the Research & Analysis Essay. Brainstorm topics.

---April 10-April 13: Easter holidays—no assignments due---

Week 7: Tuesday, April 14–Sunday, April 19:

1. Read Week 7 Announcement (if posted) on BB
2. Read Horace Walpole, *The Castle of Otranto* (This is a 5-chapter novella—read all 5 chapters.)
3. Read Edmund Burke, excerpt from “A Philosophical Enquiry into the Origin of Our Ideas of the Sublime and Beautiful.” PDF available for download on BB.
4. Read Lecture 7 on BB
5. Review any lecture notes
6. Complete Week 7 Discussion Board post
7. Consider whether *Pamela*, *The Castle of Otranto*, or any of our readings from earlier in the semester interest you for the Research & Analysis Essay. Brainstorm topics. Start working through the library catalogs and databases for article sources or books to request through inter-library loan.

Week 8: Monday, April 20–Sunday, April 26:

1. Read Week 8 Announcement (if posted) on BB
2. Read portion of *The Longman Anthology to British Literature*—John Gay, *A Beggar’s Opera*, Acts I-III (pages 2555-2603) OR watch or listen to a performance option listed on Bb announcements for this wk.
3. Read Lecture 8 on BB
4. Review any lecture notes
5. Complete Week 8 Discussion Board post
6. If you have not already chosen your topic for the Research & Analysis Essay, do so immediately! Begin choosing your key passages for analysis, secondary sources (see p. 10 of syllabus for help), and working on pre-writing such as outlining, taking notes on sources, etc. **Try to devote at least .5-1 hour per day this wk to the planning, researching, prewriting, or early writing of your essay.**

Week 9: Monday, April 27–Sunday, May 3:

1. **Email me 1) a short 3-6 sentence topic synopsis of your upcoming essay, and 2) a clear, arguable thesis for your essay. Do this as soon as you solidify your topic and focus—aim for no later than Wednesday, April 29.**
2. Read Week 9 Announcement (if posted) on BB
3. Read portion of *The Longman Anthology to British Literature*—Selections by Samuel Johnson: introduction to the author (pages 2674-2677), Select three articles from *The Rambler* and/or *The Idler*, (2687-2703)—I suggest “On Fiction” as one of them; glance at or skim “A Dictionary...” (2703-2718); ALSO-if you’re writing your paper on something by Pope, consider reading Johnson’s “from *The Life of Pope*” (2741-2744)
4. Read Lecture 9 on BB
5. Review any lecture notes
6. Complete Week 9 Discussion Board post
7. **Try to devote at least .5-1 hour per day this week to the writing of your essay.**

Week 10: Monday, May 4–Sunday, May 10:

1. Complete any reading that you may have gotten behind on or left unfinished.
2. **Research & Analysis Final Paper due to Blackboard by noon (12 p.m. noon, CST) on Wednesday, May 6**—Please see assignment sheet for full details.

Week 11: Monday, May 11–Saturday, May 16:

1. Review for Final Exam.
2. Complete Final Exam: **submit test materials to BB by SATURDAY, May 16, 12 p.m. noon (CST)**. Any late exams will be counted off 5 points per hour. See assignment sheet for full details.

SUGGESTED RESEARCH TOOLS

- *MLA International Bibliography* (available online through the [LRC website](#); a fast way to find worthwhile scholarly studies; supplement with *Annual Bibliography of English Language and Literature* or *ABELL*)
- *ABELL* (available online through the LRC website; a fast way to find worthwhile scholarly studies; supplement with *MLA International Bibliography*)
- *JSTOR*, *Project MUSE*, *Academic Search Complete*
- *The Year's Work in English Studies* (a valuable annual review of criticism; summarizes important scholarly studies on an author and/or work and helps you to see context of recent debates and topics of interest; in volume form in Mabee LRC reference room and online through the LRC website if you use Journal Title Search for it)
- *Essay and General Literature Index* (excellent source for studies included in edited collections; useful for supplementing all of the above; in volume form in Mabee LRC reference room and online at the LRC website)
- The Mabee LRC reference room has an excellent collection of checklists and annotated bibliographies on individual authors and literary topics; you can also find bibliographies upstairs with other books by and about the authors (use catalog and ILL if off campus).
- Despite being dated, one of the best websites for literary research is [Literary Resources on the Net](#), compiled by Jack Lynch.
- Needing more assistance? Email me! strovask@wbu.edu