Hong Kong Shue Yan University

Department of English Language & Literature

2nd term, 2019-2020

**Course Title** : Romantics and Romantic Sceptics

**Course Code** : ENG 484

**Year of Study** : 4th

**Number of Credits** : 3

**Duration in Weeks** : 15

**Contact Hours Per Week** :Lecture (2 Hours)

: Tutorial (1 Hour)

**Pre-requisite(s)**: NIL

**Prepared by:** Dr. Rebekah Bale

# Course Aims

The course covers the Romantic period in Britain, a period characterized by radical ideas and rebellion against tradition and convention, both in politics and in literature. The syllabus contains a broad selection of texts by the most prominent poets, novelists, and thinkers of the time. This course aims to give students a feel for the ideas it established about poetry, society and nature which are still with us. We will discuss how the Romantics conceived of literary form and what contemporaneous philosophical ideas they drew upon.

# Course Outcomes, Teaching Activities and Assessment

|  |
| --- |
| Course Intended Learning Outcomes (ILOs) |
| Upon completion of this course successful participants will be able to: |
| ILO1 | identify the characteristics of the British Romantic movement |
| ILO2 | show understanding of the historical, social, and intellectual context of the Romantic period  |
| ILO3 | describe the literature and culture of the Romantic period |
| ILO4 | be able to discuss and exemplify the contrasts between romantic and neo-classical values in general and romantic and realistic novels in particular |
| IL05 | demonstrate their ability to apply what they have learned in oral presentations and written term papers |
| ILO6 | identify 21st-century analogues to their own lives in the Romantic period, especially in the aspect of nature and ecology |
| Teaching and Learning Activities (TLAs) |
| TLA1 | Lectures to introduce writers, texts, themes, literary concerns, and analytical techniques |
| TLA2 | In class discussion  |
| TLA3 | Group presentation  |
| TLA4 | Written responses to selected poem(s) |
| TLA5 | Term paper |

|  |
| --- |
| **Assignment Tasks (ATs)** |
| AT1 | **Group Presentation***An oral presentation of 20 minutes on the topic of the week*  | 10% |
| AT2 | **Term Paper***A term paper of around 3000 words written on a selected topic* | 30% |
| AT3 | **Mid-Term examination** *Open-book format* | 30% |
| AT4 | **Final Examination***Open-book format*  | 30% |

|  |
| --- |
| **Alignment of Course Intended Learning Outcomes, Teaching and Learning Activities and Assessment Tasks**  |
| **Course Intended Learning Outcomes** | **Teaching and Learning Activities** | **Assessment Tasks** |
| ILO1 | TLA 1, 2 | AT 1, 2 |
| ILO2 | TLA 2, 3, 4, 5 | AT 1, 2, 3 |
| ILO3 | TLA 2, 3, 5 | AT 1, 3 |
| ILO4 | TLA2, 3, 5 | AT 1, 3 |
| ILO5 | TLA3, 5 | AT1, 3,4 |
| ILO6 | TLA2, 3, 5 | AT1, 3 |

**Course Outline**

**Week 1 Introduction to Romanticism**

Excerpts from Greenblatt, Stephen, and Meyer. H. Abrams, *The Norton Anthology of English Literature: The Romantic Period*. 9th ed. (New York: W.W. Norton, 2012).

**Week 2 William Blake**

Selected poems from *Songs of Innocence* (1789) and *Songs of Experience* (1794); “And did those feet”.

**Week 3 William Wordsworth**

Preface to *Lyrical Ballads, with a Few Other Poems* (1798); “My Heart Leaps Up When I Behold”; “I wandered lonely as a cloud”; “September 1st, 1802”; “London, 1802”.

**Week 4 Samuel Taylor Coleridge**

 “The Rime of the Ancient Mariner”; “Kubla Khan” and “The Eolian Harp”

Extracts from “On the Slave Trade” and *Biographia Literaria* (1817).

**Week 5 Percy Bysshe Shelley**

Percy Bysshe Shelley, “Mont Blanc”; “Chorus from Hellas”; “Mutability”; “England in 1819”.

**Week 6 John Keats**

John Keats, “Ode to a Grecian Urn”; “Ode on Melancholy”; “To Autumn”.

**Week 7 Reading week**

**Week 8 Mid-Term Exam**

**Week 9 Jane Austen, *Pride and Prejudice* (1813)**

**Week 10         Jane Austen, *Pride and Prejudice*** **continued**

**Week 11         Mary Shelley, *Frankenstein*(1818)**

**Week 12         Mary Shelley, *Frankenstein*continued**

**Week 13 Mary Shelley, *Frankenstein* continued**

**Week 14 The Critics on Romanticism**

**Week 15 Reading Week**

**Academic Honesty**

You are expected to do your own work. Dishonesty in fulfilling any assignment undermines the learning process and the integrity of your college degree. Engaging in dishonest or unethical behavior is forbidden and will result in disciplinary action, specifically a failing grade on the assignment with no opportunity for resubmission. A second infraction will result in an F for the course and a report to College officials. Examples of prohibited behavior are:

* Cheating – an act of deception by which a student misleadingly demonstrates that s/he has mastered information on an academic exercise. Examples include:
* Copying or allowing another to copy a test, quiz, paper, or project
* Submitting a paper or major portions of a paper that has been previously submitted for another class without permission of the current instructor
* Turning in written assignments that are not your own work (including homework)
* Plagiarism – the act of representing the work of another as one’s own without giving credit.
	+ Failing to give credit for ideas and material taken from others
	+ Representing another’s artistic or scholarly work as one’s own
* Fabrication – the intentional use of invented information or the falsification of research or other findings with the intent to deceive

**To comply with the University’s policy, the term paper has to be submitted to VeriGuide.**

# Resources

### Principal Readings

Austen, Jane, *Pride and Prejudice*, ed. Vivien Jones (London: Penguin, 2014).

Shelley, Mary, *Frankenstein, or, the Modern Prometheus*, ed. Maurice Hindle (Oxford: Penguin, 2003).

Supplementary and Recommended Reading

**Romanticism and literary criticism**

Abrams, Meyer H., *Natural Supernaturalism: Tradition and Revolution in Romantic Literature* (New York: W. W. Norton, 1973).

Day, Aidan, *Romanticism* (London: Routledge, 2010).

Everest, Kelvin, *English Romantic Poetry: An Introduction to the Historical Context and the Literary Scene* (Milton Keynes: Open University Press, 1990).

Ferber, Michael, *Romanticism: A Very Short Introduction* (Oxford: Oxford University Press, 2010).

**Anthologies**

 Greenblatt, Stephen, and Meyer. H. Abrams, *The Norton Anthology of English Literature: The Romantic Period*. 9th ed. (New York: W.W. Norton, 2012).

Wu, Duncan, ed., *Romanticism: An Anthology* (London: Blackwell, 2012).

**Assessment Rubric for Oral Presentation**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Exemplary** | **Satisfactory** | **Developing** | **Unsatisfactory** |
| **Communication Skills** | Consistently speaks with appropriate volume, tone, and articulation. | Generally speaks with appropriate volume, tone, and articulation. | Has difficulty speaking with appropriate volume, tone, and articulation. | Does not speak with appropriate volume, tone, and articulation. |
| Consistently employs appropriate eye contact and posture. | Frequently employs appropriate eye contact and posture. | Employs infrequent eye contact and/or poor posture. | Makes no eye contact. |
| Consistently employs appropriate nonverbal communication techniques. | Adequately employs appropriate nonverbal communication techniques. | Employs limited non verbal communication techniques. | Does not employ nonverbal communication techniques. |
| Consistently exhibits poise, enthusiasm, and confidence. | Generally exhibits poise, enthusiasm, and confidence. | Exhibits limited poise, enthusiasm, and confidence. | Lacks poise, enthusiasm, and confidence. |
| Adheres to prescribed time guidelines. | Adheres to prescribed time guidelines. | Violates prescribed time guidelines. | Violates prescribed time guidelines. |
| Employs creative use of visual aids that enrich or reinforce presentation. | Employs appropriate visual aids that relate to presentation. | Employs ineffective visual aids. | Uses no visual aids. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Content and Coherence** | Effectively defines a main idea and clearly adheres to its purpose throughout presentation. | Adequately defines a main idea and adheres to its purpose throughout presentation. | Insufficiently defines a main idea and adheres to its purpose throughout presentation. | Does not define a main idea or adhere to its purpose. |
| Employs a logical and engaging sequence which the audience can follow. | Employs a logical sequence which the audience can follow. | Employs an ineffective sequence confusing to the audience. | Lacks an organizational sequence. |
| Demonstrates exceptional use of supporting details/ evidence. | Demonstrates sufficient use of supporting details/ evidence. | Demonstrates insufficient supporting details/ evidence. | Demonstrates no supporting details/evidence. |
| **Responses to questions** | Confidently, politely, and accurately responds to instructor’s or classmates’ questions and comments. | Politely and accurately responds to instructor’s or classmates’ questions and comments. | Ineffectively responds to instructor’s or classmates’ questions and comments. | Unacceptably responds/does not respond to instructor’s or classmates’ questions and comments. |

**Assessment Rubric for Term Paper**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Exemplary** | **Satisfactory** | **Developing/ Emerging** | **Unsatisfactory** |
| **Focus** | Presents an insightful and focused thesis statement. | Presents a thesis statement with adequate insight and focus. | Presents a thesis statement with minimal insight and focus. | Presents a thesis statement with no insight or focus. |
| Draws strong and clear connections between the thesis and significant related ideas. | Draws adequate connections between thesis and related ideas. | Draws insufficient connections between thesis and related ideas. | Shows no understanding of connections between thesis and related ideas. |
| **Organization** | Effectively provides a logical progression of related ideas and supporting information in the body of the paper. | Adequately provides a progression of ideas and supporting information in the body of the paper. | Provides a poorly organized progression of ideas and supporting information in the body of the paper.  | Does not provide a progression of ideas and supporting information in the body of the paper. |
| Effectively uses transitions to connect supporting information clearly. | Adequately uses transitions to connect supporting information. | Ineffectively uses transitions to connect supporting information. | Does not use transitions to connect supporting information. |
| Arrives at a well-documented, logical conclusion, involving critical thinking. | Arrives at an adequately-documented conclusion. | Arrives at an insufficiently documented conclusion. | Does not arrive at a documented conclusion. |
| **Support/ Elaboration** | Effectively synthesizes complex ideas from research sources. | Sufficiently synthesizes ideas from research sources. | Ineffectively synthesizes ideas from research sources. | No evidence of synthesizing ideas from research sources.  |
| Demonstrates exceptional selection of supporting information clearly relevant to the thesis and its related ideas. | Demonstrates sufficient selection of supporting information clearly relevant to the thesis and its related ideas. | Demonstrates insufficient selection of supporting information clearly relevant to the thesis and its related ideas. | Lacks supporting information clearly relevant to thesis and its related ideas. |
| Provides a meaningful presentation of multiple perspectives. | Provides an adequate presentation of multiple perspectives. | Provides a limited presentation of multiple perspectives. | Does not present multiple perspectives. |
| Effectively balances use of quotations and student paraphrasing. | Adequately balances use of quotations and student paraphrasing. | Insufficiently balances use of quotations and student paraphrasing. | Does not balance use of quotations and student paraphrasing. |
| **Style** | Exhibits skillful use of language, including effective word choice, clarity, and consistent voice. | Exhibits good use of language, including some mastery of word choice, clarity, and consistent voice. | Exhibits ineffective use of language, including weak word choice, limited clarity, and inconsistent voice. | Exhibits severely flawed use of language, including weak word choice, no clarity, and no voice.  |
| Demonstrates exceptional fluency through varied sentence structure, paragraphing, flow of ideas, and transitions. | Demonstrates sufficient fluency through sentence structure, paragraphing, flow of ideas, and transitions. | Demonstrates limited fluency through sentence structure, paragraphing, flow of ideas, and transitions. | Lacks fluency through sentence structure, paragraphing, flow of ideas, and transitions. |
| **Conventions** | Demonstrates a sophisticated use of the prescribed format (MLA or APA), including title page, pagination, and citations.  | Demonstrates adequate use of the prescribed format (MLA or APA), including title page, pagination, and citations. | Demonstrates limited use of the prescribed format (MLA or APA), including title page, pagination, and citations. | Demonstrates no use of the prescribed format (MLA or APA), including title page, pagination, and citations. |
| Consistently uses standard writing conventions in grammar, spelling, capitalization, punctuation, and usage. | Generally uses standard writing conventions in grammar, spelling, capitalization, punctuation, and usage. | Minimally uses standard writing conventions in grammar, spelling, capitalization, punctuation, and usage. | Does not use standard writing conventions in grammar, spelling, capitalization, punctuation, and usage. |
| **Information Literacy** | Conscientiously and consistently demonstrates integrity in citing practices. | Generally demonstrates integrity in citing practices. | Inconsistently demonstrates integrity in citing practices. | Does not demonstrate integrity in citing practices. |
| Effectively employs an extensive variety of primary and secondary sources, including a significant amount of current information.  | Adequately employs a sufficient variety of primary and secondary sources including a sufficient amount of current information.  | Employs a limited variety of primary and secondary sources including an insufficient amount of current information. | Does not employ a variety of primary and secondary sources and/or does not include current information. |
| Demonstrates strong evaluation skills in determining resource credibility and reliability. | Demonstrates sufficient evaluation skills in determining resource credibility and reliability. | Demonstrates limited evaluation skills in determining resource credibility and reliability. | Demonstrates no evaluation skills to determine resource credibility and reliability. |