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### Course Objectives

- To outline an understanding of the elements and evolution of the British novel from the eighteenth to the twentieth century
- To become familiar with selected examples of the form that have often been influential, sometimes iconoclastic, and generally enjoyed
- To practice careful reading and informed interpretation of the literature
- To develop skills in oral and written presentation and in research

### Required Texts

Austen, Jane. Emma. New York: Bantam, 2004.

Bronte, Charlotte. Jane Eyre. New York: Bantam, 2003.

DeFoe, Daniel. Moll Flanders. New York: Modern Library, 2002.

Dickens, Charles. David Copperfield. New York: Bantam, 1981.

Forster, E. M. Howards End. New York: Bantam, 1985.

Joyce, James. Ulysses. New York: Vintage, 1990.

Woolf, Virginia. Orlando: A Biography. San Diego: Harcourt, n.d.

### Course Requirements

- **Journal.** Each student will keep an electronic journal of her or his reactions to the readings for the course, writing at least 250 words each week, except for the first and last weeks of classes and the week of Spring Break, for a total of 12 responses. The responses will be e-mailed to student colleagues in the course (members of one of four groups into which the class will be divided) and to the instructor at any time during each week but no later than midnight on Saturday at the conclusion of the week. Each response can earn six points (one point each for

being on time and being at least 250 words long [include a word-count at the end of each response]; two points each for quoting and commenting on a specific passage from the novel assigned for the week and for demonstrating thoughtful consideration) for a total of 72 points. In addition, each student will transmit six responses to journal entries from other members of the group (250-word minimum; include word count), earning up to three points (one for responding within a week of the original posting, one for registering a relevant reaction supporting, extending, or questioning the original statement, and one for writing clearly, effectively, and with interest), for a total of 18 points. At the end of the semester, the entire journal (12 entries and 6 responses) and a 500-word reflection (worth 10 points) on what has been recorded in the journal and on the process of keeping and sharing the journal will be compiled in hard copy form and delivered to Dr. Reid's office (Zinzendorf 306) no later than 4 p.m. on April 30 for a grade worth 25% of the final grade.

- **Period Examination.** A mid-term examination on February 22 will be worth 25% of the final grade. There will be no final examination.
- **Essay.** A research paper dealing with a topic drawn from one of the novels read for the course will be due on April 19. Each student will identify at least three critical essays addressing the novel and illuminating the topic and will integrate these essays with the paper's thesis. The suggested length is 8-10 word-processed, double-spaced pages, including appropriate documentation in the MLA style. The paper will count as 25% of the final grade.
- **Visual Analysis.** Each student will choose a character from the novel under consideration at the class meeting to which the student has committed on the sign-up sheet circulated for the purpose of scheduling oral presentations. The student will present orally to the class a visual analysis of that character, using a non-representational painting to illustrate the analysis. Analysis may include but need not be limited to the character's nature, behavior, moods, motives, feelings, temperament, hopes and ambitions, disappointments, fears and phobias, inhibitions, obsessions, superstitions, morality, and philosophy of life. The painting may illustrate these attributes or others through the suggestion of color, line, mass, movement, and texture but not by the realistic representation of a figure or scene. The oral presentation should not exceed 10-15 minutes. A companion essay—two word-processed, double-spaced pages of written analysis summarizing the oral presentation—will be submitted to the instructor immediately following the oral presentation. This activity, presentation and paper together, will be worth 25% of the final grade.
- **Co-instruction.** Each student will sign-up to serve with two or three other class members as co-instructors for one of the novels studied during the semester. Co-instructors will be responsible for choosing, screening for the class, and commenting upon a significant scene or scenes from a film or films based on their novel. The course instructor will provide co-instructors with at least one video or

DVD version, but they may also wish to present scenes from other versions they have discovered. Co-instructors will also pose at least one thoughtful question for class discussion at each class meeting for which their novel is under study. Failure to fulfill the co-instruction assignment responsibly may lower a student's final grade by .33 grade point.

### **Grading**

The final grade will, in general, be computed according to the percentages and conditions noted above. Late work will be penalized. Similarly, since students are expected to attend and participate in class regularly, absences will be noted and will negatively affect a final grade. Contributions to class discussions and participation in other class activities will be considered in assigning the final grade. The instructor will apply both quantitative and qualitative judgments in determining grades for individual assignments and for the course.

Grading equivalents:

A+	98	B+	88	C+	78	D+	68
A	95	B	85	C	75	D	65
A-	92	B-	82	C-	72	D-	62
						F	55

### **Academic Honesty**

Students in this course are expected to adhere to the accepted practices of academic honesty such as those outlined in the statement on academic honesty at Moravian College in its current *Student Handbook*. It is available online at <http://www.moravian.edu/StudentLife/handbook>.

Students must retain copies of all written work submitted to the instructor, as well as all electronic or hard-copy notes, drafts, and materials used in preparing assignments. These are to be made available for inspection by the instructor at any time.

Questions about appropriate collaboration, proper documentation, and other honesty issues can be confusing. If in doubt, ask the instructor.

**N.B.**

- This syllabus, including the schedule that follows, is subject to change.
- Students can expect to work at least six hours per week outside of class preparing for this class.
- Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the Learning Services Office as soon as possible to enhance the likelihood that such accommodations are implemented in a timely fashion.

## Schedule of Readings, Written Assignments, and Examinations

<b>Jan.</b>	16	Introduction to the course
	<u>18</u>	<i>MF</i> v-xxi, 1-100
	23	<i>MF</i> 100-200
	<u>25</u>	<i>MF</i> 200-318
	30	<i>E</i> 1-106
<b>Feb.</b>	<u>01</u>	<i>E</i> 106-211
	06	<i>E</i> 211-316
	<u>08</u>	<i>E</i> 317-422
	13	<i>JE</i> v-xxvii, 1-148
	<u>15</u>	<i>JE</i> 148-309
	20	<i>JE</i> 309-493
	<u>22</u>	<b>Mid-term examination</b>
	27	<i>DC</i> 1-199
<b>Mar.</b>	<u>01</u>	<i>DC</i> 199-402
	13	<i>DC</i> 402-599
	<u>15</u>	<i>DC</i> 599-814
	20	<i>HE</i> v-xiii, 1-68
	<u>22</u>	<i>HE</i> 68-138
	27	<i>HE</i> 138-202
	<u>29</u>	<i>HE</i> 202-271
<b>Apr.</b>	03	<i>O</i> 1-118
	<u>05</u>	<i>O</i> 119-152
	10	<i>O</i> 153-262
	<u>12</u>	<i>O</i> 263-329
	17	<i>U</i> 1-51
	<u>19</u>	<i>U</i> 53-115; <b>research paper due</b>
	24	<i>U</i> 116-150
	<u>26</u>	<i>U</i> 151-218
	<u>30</u>	<b>Hard copy of journal due by 4 p.m.</b>