

Proposal for Writing Intensive Course

LSC # 86  
EN 212  
Action 12-5-91

Cover Sheet

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Type I. Professor Commitment

- ( ) Professor: Geraldine K. Zalazar
- ( ) Writing Workshop? I have taken graduate courses in Composition Theory and have taught writing classes for 10½ years at the university level.
- ( ) Proposal for one W-course.
- ( ) Agree to forward syllabi for subsequently offered W-courses.
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SIGNATURES:

Professor: G. K. Zalazar

Department Chairperson: James L. Hey

College Dean: Paul Joyce

Director of Liberal Studies: CD Cochran

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Writing Summary: EN 212 "English Literature from the  
Restoration to 1900"

EN 212 "English Literature from the Restoration to 1900" is proposed for identification as a "W" course. The course is taught every Fall and Spring and on occasion two sections per semester are taught. The course is required for B.S. Ed., B.A. English majors, and pre-law majors. Students range from sophomores to seniors, and class size is limited to 25.

Response Statements to readings:.

Students will record their initial affective responses to both assigned and student-selected readings, and record the strategies they utilize in "getting into" a text. They will attempt to discover the literary elements which the author employed which elicited their responses. By articulating in writing the interaction between their individual strategies and the strategies of the text, students will become self-conscious of why reading certain literature is or is not appealing to them, and consequently to explore other strategies which may enhance or expand their affective and cognitive reactions to literature. These three statements will be evaluated (5 points maximum, with the option of revising the first two statements) since they will serve as groundwork for approaching major Papers #1 and #2. (15 points)

Summary and Response to two academic journal articles:

This assignment will acquaint students with critical works in literature in which they will recognize the formal voice and the intended specialized audience of the written presentation. By writing a cognitive summary of the formal features (thesis, development, support, mode of interpretation, conclusion) and then combining individual affective and cognitive reaction to the value of the article to an approach or understanding of the text, students will themselves demonstrate in this brief piece of writing (2 pages) how authorial voice is distinguished and manipulated. Each assignment will be evaluated at 5 points each. (10 points)

Ungraded assignments:

Throughout the semester students will prepare for, comment on, question, and evaluate class discussion of assigned readings as well as their own extra-syllabus readings by recording their informal responses and reactions in small notebooks (left page remains blank for later summary or interpretation).

This written source will serve as the text for writing the

final graded exam, which will be a synthesis, narrative essay on the individual student's learning which occurred during the semester. (Final graded exam = 10 points.)

Proposals, outlines, and drafts of major papers will be peer reviewed and edited, and then instructor-reviewed. Such ungraded writing will alert students to strengths and weaknesses of their writing from a reader's perspective. Thus, they should be better prepared to develop strong, effective, final papers.

Formal Paper Response/Interpretive Paper #1 and Semi-Creative Paper #2:

These papers will be the major, sustained writing assignments which should reflect the previous learning writing experiences. Since writing is viewed (in this course) as a process of developing and articulating strategies and techniques which result in a carefully, consciously-crafted product, no writing assignment will be merely an exercise in written word production. (#1 = 30 points, #2 = 25 points.)

(See attachments for guidelines on all writing assignments.)

(Class preparation and participation = 10 points, oral presentation of final paper = 5 points.)

[Written words evaluated = approximately 6500]

EN 212 English Literature - Restoration to 1900

Instructor: Dr. G. K. Zalazar  
Office Hours:

Office: 201C Leonard  
Phone: X 2276

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Texts and Materials:

- Vols. 1 and 2, The Norton Anthology of English Literature, 5th ed.
- Small notebook
- 1 new, clean, portfolio-type folder (for presentation of major essays and working papers)

I. Course Description:

- A selective survey of diverse genres of English literature from 1660 to 1900. The historical/chronological format of the Norton Anthology will be followed. Philosophical/cultural/social/gender diversity or conformity in the works will be discussed. Individual student interest can be pursued in development of research and papers.

II. Course Objectives:

- To stimulate reading, research, thinking, discussion, and writing on works assigned and student-selected.
- To discover political/cultural/gender, etc. influences on writers and their works.
- To develop strategies and techniques for responding orally and in written form to primary and secondary texts.
- To realize that literary texts are "open" to varied interpretations and responses, all of which will be considered valid if they are logically and convincingly-developed, supported, and presented.
- To recognize and practice the interaction between reading and writing as a learning process in approaching literature.

III. Evaluation Procedures:

- Class Preparation and Participation (10 points)  
(Both oral and written, group, individual, and open-class. Since classes are primarily student-centered, your participation is crucial to individual and group learning. For

every class beyond 3 in which you do not participate because of absence you will lose 2 points. Sometime during the semester you will be able to recover 3 points or to use them as extra points.

- 3 Written Response Statements (15 points)  
(3 @ 5 points each)
- 2 Reviews and Responses to Journal Articles. (10 points)  
1st due beginning of 4th week on Restoration and/or 18th Century; 2nd due beginning of 12th week on Romanticist or Victorian literature. (5 points each)
- 2 Major Papers (6-7 pp.) Topics and guidelines to be discussed from handouts. (55 points)  
(#1 paper due: Beginning of 8th week;  
#2 paper due: Beginning of 13th week.)
- Oral Presentation of your final work (5 points)  
(Guidelines to be discussed)
- Final Exam (to be specifically discussed (10 points) during the final week). Source for the exam will be the notebook each student will develop throughout the semester.

Possible number of total points = 103. Final grade will be determined on a total of 100 points, and letter grades will be equivalent to university-determined grades.

N.B. Under NO CIRCUMSTANCES should you PLACE ANY PAPERS under my office door or in my mailbox. Please present papers on time on the due date in class, or hand them to me personally during my office hours if for some reason you are not in class.

"Responsibility for all course materials rests entirely with the student, whether or not he/she attends each class." (IUP 1990-91 Undergraduate Catalog, p. 25).

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## SYLLABUS

1st week

- Introduction to the Course
- Group Assignments
- Excursion to Rare Books Section, Stapleton Library

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- Discuss Introduction to Restoration in Norton text
  - Each group divide sections
  - Record discussion in notebooks

2nd week:

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- Read/Discuss Dryden

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- Complete discussion on Dryden

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- Read/Discuss Pope's "Essay on Man"

3rd week:

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- Read/Discuss Astell 1937-42; Defoe 1943-49  
(Note different/similar attitudes toward perceptions of roles of women)

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- Read/Discuss Swift 1976-78 (note significant points/ideas or questions you have)
  - Read/Discuss intro. 2012-13 . . . 17
  - All students read Part IV, Ch. 1 and Ch. 10 (2169 "My . . .")
  - Each student select one of the remaining chapters. Discuss briefly inclass.

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- Complete discussion on Swift

4th week:

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- Visit Closed Stacks in Stapleton

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- Read/Discuss "The Way of the World"

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- Complete "The Way..."

5th week:

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- Read/Discuss C. Smart, 2489-90
  - Read/Discuss "Jubilate Agno " 2490-92 (note differences)

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- Read/Discuss S. Johnson 2297 . . .
  - Read/Discuss Intro., to "Dictionary" -pp. 2205-07 also

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-Read/Discuss one work not assigned (Prepare Response Statement - see guidelines)

6th week:

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- Read/Discuss Gray 2480 and "Elegy . . ."
  - Read/Discuss Thomson (intro) and selections from the poem.

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-Select one work not assigned. Be prepared to discuss it in class.

-Review Restoration - 17th Literature

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--Read/Discuss Romantic Period

--Vol. 2, pp. on Political Background

-Read 1 or 2, 3 or 4--in Pt. 5 choose 1 (Be prepared to discuss)

7th week:

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-Read/Discuss Blake 20-24

-Choose 1 short poem pp. 24-45 (select 1 point make in the intro. to Blake - apply it to the poem. Your response? to which literary elements do you respond/how/why?

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-Read/Discuss introduction to "The Marriage . . ." 59-60

-Read/Discuss pp. 60-67

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-Review readings

8th week:

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-Read/Discuss intro. to Wordsworth 140 . . .; "Lines . . ." 151-155

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-Choose 1 poem from Wordsworth- be prepared to discuss

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-Read/Discuss intro to Coleridge 327-331, "The Rime..."

9th week:

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-Complete Coleridge's work

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-Read/Discuss Byron 502 . . ., "She Walks in Beauty" 508  
Begin "Childe Harold" "Canto 1" p. 514 . . .

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-Read/Discuss intro. to "Don Juan" 594-95  
-Complete discussion of Byron - how differs from previous  
writers

10th week:

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-Read/discuss intro. to Shelley 660 . . .  
--Read/discuss "Hymn to . . ." 689-91  
--Read/Discuss "Ozymandias" 691

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-Choose another writing of Shelley - be prepared to discuss

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-Read/Discuss intro. to Keats 793 . . .  
-Read/Discuss "LaBelle . . ." 815-817, "Ode to a  
Nightingale," "Ode to a Grecian Urn"

11th week:

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-Read/Discuss Mary Shelley 877-880, 885-898  
-Do you "hear" a different voice? influenced by gender  
of author?

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-Complete discussion of Mary Shelley

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-Read/Discuss Romantic Lyric Poets 899  
-Choose 2 authors - select 2 of their works - discuss

12th week:

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-Read/Discuss "The Victorian Age" 917  
-Read/Discuss Elizabeth Barrett Browning 1074; select  
1 "Sonnet from the Portugese" 1077-1078; read "Aurora  
Leigh" (Book 1) 1079-1085



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-Read/Discuss Tennyson, intro. 1092; "The Kraken" 1097,  
"The Lady of Shalott" 1100-1104

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-Read/Discuss Newman, also "The Idea..." 1013-20. Do  
you agree/disagree? why? kind of language used/style/tone?

13th week:

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-Read/Discuss Robert Browning, also "My Last Duchess";  
"Soliloquy"

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-Read/Discuss Matthew Arnold 1359, "Dover Beach"\*

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-Read/Discuss Lear 1590, "Limerick" and "The Jumblies"  
-Read/Discuss Carroll 1594, "Jabberwocky"

14th Week:

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-Read/Discuss Wilde, Acts 1 and 2 of "The Importance"

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-Complete "The Importance..."

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-Review Victorian writers  
-Discuss final exam