

ENGL 444: Special Topic: Texts in Context

Trimester 2 2016

11 July to 13 November 2016

30 Points



From: *Alice's Adventures under Ground* (the first version of *Alice in Wonderland*), illustrated by Carroll himself

IMPORTANT DATES

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|--------------------------------|--------------------------------|
| Teaching dates: | 11 July to 16 October 2016 |
| Mid-trimester break: | 22 August to 4 September 2016 |
| Study period: | 17 – 20 October 2016 |
| Examination/Assessment period: | 21 October to 12 November 2016 |

Note: Students who enrol in courses with examinations must be able to attend an examination at the University at any time during the scheduled examination period.

Withdrawal dates: Refer to www.victoria.ac.nz/students/study/withdrawals-refunds.

If you cannot complete an assignment or sit a test in the last three weeks of teaching, or an examination, it may instead be possible to apply for an aegrotat (refer to www.victoria.ac.nz/students/study/exams/aegrotats).

CLASS TIMES AND LOCATIONS

Seminars

Wed 10.00am - 12.50pm Von Zedlitz VZ808

NAMES AND CONTACT DETAILS

Professor Kathryn Walls kathryn.walls@vuw.ac.nz 463 6898 VZ 916 Course coordinator

Office hours to be confirmed.

COMMUNICATION OF ADDITIONAL INFORMATION

Additional information will be emailed to everyone in the class and posted on Blackboard. You should either use the Victoria email address set up for you, or set a forward from the Victoria email system to the email address you do use.

PRESCRIPTION

An investigation of six literary classics as responses to contemporary developments in science (and related pursuits). Carroll's *Alice in Wonderland*, for example, will be paired with Darwin's *Origin of the Species*; Swift's *Gulliver's Travels* with Dampier's *Voyages*; Pope's *Rape of the Lock* with Newton's *Opticks*.

COURSE CONTENT

This course offers practice in and a template for research. Texts have been chosen as the basis for a broad exploration of the way in which decidedly non-literary works may have influenced, and may illuminate, imaginative writing. Lowes's study of Coleridge, *The Road to Xanadu*, is incorporated as a pioneering example of this critical genre.

COURSE LEARNING OBJECTIVES (CLOS)

Students passing the course should be able to:

1. Demonstrate their familiarity with the set texts;
2. Discuss the set texts;
3. Interpret and analyse the literary set texts in the light of their parallel non-literary set texts;
4. Produce, in-term, independently conceived essays comparable with journal articles.

TEACHING FORMAT

Classes will take the form of discussions centred on the set texts. Students will be expected to have read, before each class, the texts scheduled for discussion, and to have undertaken other prescribed preparation as announced in the previous class and posted on Blackboard.

MANDATORY COURSE REQUIREMENTS

In addition to achieving an overall pass mark of 50%, students must:

- Attend at least 70% (i. e., 7) of scheduled seminars (CLOS 1, 2, 3)
- Submit a credible attempt at both essays on or by the specified dates (subject to such provisions as stated for late submission of work) (CLOS 1, 2, 3, 4)
- Sit the course examination. (CLOS 1, 2, 3)

Any student who is concerned that they have been (or might be) unable to meet any of the MCRs because of exceptional personal circumstances, should contact the course coordinator as soon as possible.

WORKLOAD

The expected workload for a 30-point course is 300 hours over the trimester or 20 hours—inclusive of hours spent in class—per teaching week. You will be spending these hours reading, preparing for seminars, writing essays, and reviewing for the examination. These components overlap, and relative requirements may vary somewhat from week to week. You may, however, expect to spend approximately 48 hours on the first of the two essays prescribed below, and about 32 hours on the second.

ASSESSMENT

Internal assessment:

Essay 1

3500 words

Due 19 August

Value: 30% (60% of the internal component)

This essay is designed to assess your knowledge and skills as outlined under “Learning Objectives 1-4” in relation to one pair of texts.

Subject: *Alice in Wonderland*; *Origin of Species*

Topic: You should choose your own line of enquiry and develop a formal topic in consultation with Kathryn.

Essay 2

2500 words

Due 14 October

Value: 20% (40% of the internal component)

This essay is designed to assess your knowledge and skills as outlined under “Learning Objectives” 1-4 in relation to one pair of texts—or at least to one literary work and a package of related non-literary texts.

Subject: Any text in its suggested context (excluding *Alice in Wonderland* and *Origin of Species*). It is expected that you will make your choice from the set texts. If, however, you are keen to apply the model used in this course to texts other than those set, this may be possible. You will need to mention your idea to Kathryn at least six weeks in advance of the due date, on the understanding that permission is by no means guaranteed.

Topic: You should choose your own line of enquiry and develop a formal topic in consultation with Kathryn.

Examination

Value: 50%

Time: Three hours.

Permission: You will be permitted to take copies of the set texts into the examination. These may be annotated.

More detailed information will be provided in week 10.

The examination will be designed to assess your knowledge and skills as outlined under “Learning Objectives” 1-3.

As noted on the first page of this outline, the examination period extends from 21 October to 12 November.

Please note: Marks for Honours level assignments and final course grades are not finalised until feedback from the external examiner has been considered. Honours grades gained in individual courses remain provisional until the overall final classification made by the Honours programme examination committee. Your work will be assessed for the relevance, substance, originality and validity of its content, and for the clarity, fluency and formal correctness of its presentation.

SUBMISSION AND RETURN OF WORK

Work provided for assessment in this course may be checked for academic integrity through “Turnitin” (an online plagiarism prevention tool).

Each assignment is to be submitted in two formats:

- (i) As a hardcopy: in the drop slot outside the administration office, von Zedlitz level 8. You should attach an assignment cover sheet or extension form to your assignment. These cover sheets and forms may be found on Blackboard or outside the administration office.

- (ii) As an MS Word file: emailed to english@vuw.ac.nz. Step-by-step instructions (including instructions as to how to name your file) may be found on Blackboard in the “Assignments and Turnitin” section.

Kathryn will return marked assignments in hardcopy format (only) at the end of seminars. After the last day of teaching, any uncollected assignments will be left with the Programme Administrator. She will keep them for collection until the end of the third trimester. (You will need your student ID if you want to collect an assignment from the Administration office.)

EXTENSIONS AND PENALTIES

Extensions

In exceptional and unforeseen circumstances an extension may be granted. To apply for an extension, email Kathryn before the assignment is due. If your application is granted, she will inform you of the new due date. **No assignment with or without an extension will be accepted after Friday 11 November 2016.**

Penalties

Work submitted after the deadline will be penalised by a 2.5 percent deduction from your total mark per work day. Late work also receives only minimal comments from your marker.

SET TEXTS

Mrs Beeton's Book of Household Management (1861);
Charles Darwin, *The Origin of the Species* (1859);
Lewis Carroll, *Alice in Wonderland* (1865);
William Dampier, *Memoirs of a Buccaneer, 1697* (Dover, 2007);
Jonathan Swift, *Gulliver's Travels* (1726);
Early eighteenth-century “proposals” [ECCO];
Swift, *A Modest Proposal* (1729) [ECCO];
Publications by members of the Royal Society, 1622-c.1740 [EEBO, ECCO];
Alexander Pope, *Rape of the Lock*;
Alexander Pope, *Dunciad IV* (selected excerpts [*Literature Online*]);
S. T. Coleridge, *The Rime of the Ancient Mariner, Kubla Khan* (1797);
John Livingston Lowes, *The Road to Xanadu: A Study in the Ways of the Imagination* (1927).

Note:

Darwin's *Origin*, Carroll's *Alice*, Dampier's *Memoirs*, and Swift's *Gulliver's Travels* should be available for purchase in the Bookshop. One may, however, access all these texts online. While I recommend that you

buy hard copies (which are, as classics, relatively cheap), do consult Kathryn if you would prefer to use the digital option. Mrs Beeton's *Book* is accessible online at <http://www.gutenberg.org/ebooks/10136> (while the National Library holds an original hard copy). Lowes's *Road to Xanadu* is accessible online through our Library (along with a standard hard copy). The remaining texts are accessible through databases owned by our Library—ECCO (Eighteenth-Century Collections Online), EEBO (Early English Books Online), and *Literature Online*. Links will be placed on Blackboard in advance of the relevant seminars.

You can order textbooks online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz.

RECOMMENDED READING

In this course careful reading of the set texts should take priority over critical and “background” reading. Some recommendations for secondary reading will however be made in class and recorded on Blackboard.

CLASS REPRESENTATIVE

The class representative provides a useful way to communicate feedback to the teaching staff during the course. A class representative will be selected at the first lecture of the course. Students may like to write the Class Rep's name and details in this box:

Class Rep name and contact details:

STUDENT FEEDBACK

Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php.

While the teaching of this course received positive assessments in its first and second years, it has not yet been assessed as a course. You will be invited to provide a course assessment towards the end of the trimester.

In week six or seven of the trimester your class representative will be invited to a meeting with the Programme staff. In week five your class representative will ask the class for any feedback on this course to discuss at this meeting.

OTHER IMPORTANT INFORMATION

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- *Academic Integrity and Plagiarism: www.victoria.ac.nz/students/study/exams/integrity-plagiarism*

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- *Academic Progress: www.victoria.ac.nz/students/study/progress/academic-progress (including restrictions and non-engagement)*
- *Dates and deadlines: www.victoria.ac.nz/students/study/dates*
- *FHSS Student and Academic Services Office: www.victoria.ac.nz/fhss/student-admin*
- *Grades: www.victoria.ac.nz/students/study/progress/grades*
- *Special passes: refer to the Assessment Handbook, at www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf*
- *Statutes and policies including the Student Conduct Statute: www.victoria.ac.nz/about/governance/strategy*
- *Student support: www.victoria.ac.nz/students/support*
- *Students with disabilities: www.victoria.ac.nz/st_services/disability*
- *Student Charter: www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter*
- *Subject Librarians: <http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>*
- *Terms and conditions: www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract*
- *Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin*
- *University structure: www.victoria.ac.nz/about/governance/structure*
- *Victoria graduate profile: www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile*
- *VUWSA: www.vuwsa.org.nz*

COURSE PROGRAMME

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|---|---------|---|
| Week 1 | 13 July | Carroll; Mrs Beeton |
| Week 2 | 21 July | Carroll; Darwin <i>Please note that this week we shall meet on the Thursday. Same time, same place.</i> |
| Week 3 | 27 July | Dampier's <i>Memoirs</i> |
| Week 4 | 3 Aug | Dampier's <i>Memoirs</i> ; Swift's <i>Gulliver's Travels</i> |
| Week 5 | 10 Aug | Coleridge; Lowes |
| Week 6 | 17 Aug | Continued |
| 19 Aug - first essay due | | |
| Mid Trimester Break: Monday 22 August to Sunday 4 September 2016 | | |

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| Week 7 | 7 Sept | Swift's <i>Modest Proposal</i> and his sermon on beggars; serious proposals by others for education and for financial incentives for industry |
| Week 8 | 14 Sept | Pope attacks the scientists: <i>Dunciad</i> IV. 347-58 |
| Week 9 | 21 Sept | Pope uses the naturalists: Hooke's <i>Micrographia</i> , van Leeuwenhoek's "Microscopical Observations" |
| Week 10 | 28 Sept | Pope uses chemistry: Robert Boyle on "the spring of the air" |
| Week 11 | 5 Oct | Pope uses Newton on light and gravity (as explained by Voltaire) |
| Week 12 | 12 Oct | Science in <i>The Rape of the Lock</i> |
| | | 14 Oct - second essay due |

Study Period: Monday 17 to Thursday 20 October 2016

Examination Period: Friday 21 October to Saturday 12 November 2016