ENGL3655 - Romantic Literature
Course Outline
Semester 1, 2009

Course Co-ordinator: Dr. Shane Holtaas
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Ph: 02 4921 5164
Fax: 02 4921 6933
Email: shane.holtaas@newcastle.edu.au
Consultation hours: Tuesday 3-4

Semester: Semester 1 - 2009
Unit Weighting: 10
Teaching Methods: Seminar

Course Overview

Brief Course Description
Examines the poetry and prose of the Romantic period, 1789-1830. The focus is on the early poets who established the concepts associated with this age, in particular Wordsworth and Coleridge, authors of the influential Lyrical Ballads. Prose to be studied includes major novels such as Frankenstein and Wuthering Heights.

Contact Hours
Seminar for 2 Hours per Week for the Full Term

Learning Materials/Texts


Shelley, Mary Frankenstein (Penguin Classics, 2003)
Course Objectives
Upon successful completion of this course, students will be expected to demonstrate:
1) understanding of the main concepts underlying Romantic literature;
2) detailed knowledge of specific texts exemplifying these concepts;
3) skills in interpretation and analysis of literary works written in England in the Romantic period;
4) writing and research skills at advanced undergraduate level.

Course Content
This course contextualizes the Romantic period in literature by reference to the main movements of the time, in particular the Industrial Revolution and the French Revolution. It explores the concepts that arise from these social and historical influences, in particular the emphasis on a psychological approach as opposed to the earlier empiricist and rationalist attitude of the philosophers and writers of the earlier eighteenth century. The course will investigate the importance of the emotional response in Romantic literature along with its exaggerated representations in the supernatural and the exotic, and will explore how this emerged in the prose of the period, especially in the form of Gothic fiction. This will be extended to incorporate discussion of the importance of doubles and doppelgangers associated with the psychological approach, and how this affects gender presentation, in particular concepts of nurturing and creation.

Assessment Items
| Essays / Written Assignments | 1000-word assignment developing research and critical skills (25%) |
| Essays / Written Assignments | 2000-word assignment demonstrating skills in comparison (45%) |
| Essays / Written Assignments | 500-word assignment based on textual analysis (15%) |
| Essays / Written Assignments | 500-word assignment based on analysis of critical material (15%) |
| Group/tutorial participation and contribution | Attendance at seminars is compulsory. Two absences are allowable in the case of illness or other emergencies, and two more absences may be recovered by completing extra work on each of the seminars missed, but further absences will be regarded as failure to complete the course. |
| Other: (please specify) | Students must submit all assessment items in order to complete the course. |

Assumed Knowledge
20 units of study in English at 1000 level

Callaghan Campus Timetable
ENGL3655
ROMANTIC LITERATURE
Enquiries: School of Humanities and Social Science
Semester 1 - 2009
Seminar Tuesday 13:00 - 15:00 [SRLT3]

IMPORTANT UNIVERSITY INFORMATION

ACADEMIC INTEGRITY

Academic integrity, honesty, and a respect for knowledge, truth and ethical practices are fundamental to the business of the University. These principles are at the core of all academic endeavour in teaching, learning and research. Dishonest practices contravene academic values, compromise the integrity of research and devalue the quality of learning. To preserve the quality of learning for the individual and others, the University may impose severe sanctions on activities that undermine academic integrity. There are two major categories of academic dishonesty:
Academic fraud is a form of academic dishonesty that involves making a false representation to gain an unjust advantage. Without limiting the generality of this definition, it can include:

a) falsification of data;
b) using a substitute person to undertake, in full or part, an examination or other assessment item;
c) reusing one's own work, or part thereof, that has been submitted previously and counted towards another course (without permission);
d) making contact or colluding with another person, contrary to instructions, during an examination or other assessment item;
e) bringing material or device(s) into an examination or other assessment item other than such as may be specified for that assessment item; and
f) making use of computer software or other material and device(s) during an examination or other assessment item other than such as may be specified for that assessment item.
g) contract cheating or having another writer compete for tender to produce an essay or assignment and then submitting the work as one's own.

Plagiarism is the presentation of the thoughts or works of another as one's own. University policy prohibits students plagiarising any material under any circumstances. Without limiting the generality of this definition, it may include:

a) copying or paraphrasing material from any source without due acknowledgment;
b) using another person's ideas without due acknowledgment;
c) collusion or working with others without permission, and presenting the resulting work as though it were completed independently.

Turnitin is an electronic text matching system. During assessing any assessment item the University may -
- Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a text matching service (which may then retain a copy of the item on its database for the purpose of future checking).
- Submit the assessment item to other forms of plagiarism checking

RE-MARKS AND MODERATIONS
Students can access the University's policy at: http://www.newcastle.edu.au/policylibrary/000769.html

MARKS AND GRADES RELEASED DURING TERM
All marks and grades released during term are indicative only until formally approved by the Head of School.

SPECIAL CIRCUMSTANCES AFFECTING ASSESSMENT ITEMS

Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations items must be submitted by the due date in the Course Outline unless the Course Coordinator approves an extension. Unapproved late submissions will be penalised in line with the University policy specified in Late Penalty above.

Requests for Extensions of Time must be lodged no later than the due date of the item. This applies to students:
- applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or
- whose attendance at or performance in an assessment item or formal written examination has been
or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment.

Students must report the circumstances, with supporting documentation, as outlined in the Special Circumstances Affecting Assessment Items Procedure at:

*Note:* different procedures apply for minor and major assessment tasks.

**Students should be aware of the following important deadlines:**

- Special Consideration Requests must be lodged no later than 3 working days after the due date of submission or examination.
- Rescheduling Exam requests must be received no later than 10 working days prior the first date of the examination period.

*Late applications may not be accepted.* Students who cannot meet the above deadlines due to extenuating circumstances should speak firstly to their Program Officer or their Program Executive if studying in Singapore.

**STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS**

University is committed to providing a range of support services for students with a disability or chronic illness. If you have a disability or chronic illness which you feel may impact on your studies please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register contact the Disability Liaison Officer on 02 4921 5766, email at: student-disability@newcastle.edu.au. As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester. For more information on confidentiality and documentation visit the Student Support Service (Disability) website: www.newcastle.edu.au/services/disability.

**CHANGING YOUR ENROLMENT**

Students enrolled after the census dates listed in the link below are liable for the full cost of their student contribution or fees for that term.

http://www.newcastle.edu.au/study/fees/censusdates.html

Students may withdraw from a course without academic penalty on or before the last day of term. Any withdrawal from a course after the last day of term will result in a fail grade.

**Students cannot enrol in a new course after the second week of term,** except under exceptional circumstances. Any application to add a course after the second week of term must be on the appropriate form, and should be discussed with staff in the Student Hubs or with your Program Executive at PSB if you are a Singapore student.

To check or change your enrolment online go to myHub: https://myhub.newcastle.edu.au

**STUDENT INFORMATION & CONTACTS**

Various services are offered by the Student Support Unit:
www.newcastle.edu.au/service/studentsupport/

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students studying in Australia. Student Hubs are located at:

<table>
<thead>
<tr>
<th>Callaghan Campus</th>
<th>Port Macquarie students</th>
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</thead>
<tbody>
<tr>
<td>Shortland Hub: Level 3, Shortland Building</td>
<td>contact your program officer or</td>
</tr>
<tr>
<td>Hunter Hub: Level 2, Student Services Centre</td>
<td><a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
</tr>
<tr>
<td></td>
<td>Phone 4921 5000</td>
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School of Humanities and Social Science
Essential Criteria in Assessment

This course contains compulsory components or assessment items that must be satisfactorily completed in order for a student to receive a pass mark or better for the course. These essential elements are described in the CTS. Refer - http://www.newcastle.edu.au/policylibrary/000648.html

1. Attendance
Attendance at seminars is compulsory. Two absences are allowable in the case of illness or other emergencies, and two or more absences may be recovered by completing extra work on each of the seminars missed, but further absences will be regarded as failure to complete the course.

Participation in discussion in the seminars is an important part of students’ learning in the course. Students need to understand the full range of views of the texts and topics discussed and to see the relationships between the texts and topics. A roll will be taken at each class. Students can check with the lecturer at any time how many classes they are recorded as having attended.

2. Assignments
Students must submit all assessment items in order to complete the course.

The assessments are designed to give exposure to a variety of texts and practice in a variety of approaches. Feedback on each will assist in the development of students’ analysis and writing skills. Students can check with the lecturer at any time if they are unsure of how many seminar papers they have submitted.
Online Tutorial Registration:

Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system. Refer - http://studinfo1.newcastle.edu.au/rego/stud_choose_login.cfm

NB: Registrations close at the end of week 2 of semester.

Studentmail and Blackboard: Refer - www.blackboard.newcastle.edu.au/

This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

Important Additional Information

Details about the following topics are available on your course Blackboard site (where relevant). Refer - www.blackboard.newcastle.edu.au/

- Written Assignment Presentation and Submission Details
- Online copy submission to Turnitin
- Penalties for Late Assignments
- Special Circumstances
- No Assignment Re-submission
- Re-marks & Moderations
- Return of Assignments
- Preferred Referencing Style
- Student Representatives
- Student Communication
- Essential Online Information for Students
Faculty of Education and Arts
School of Humanities & Social Science
ENGL3655 Romantic Literature

Important Additional Information

Written Assignment Presentation and Submission Details

Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

Hard copy submission:

- **Type your assignments**: All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker’s comments, use 1.5 or double spacing, and include page numbers.
- **Word length**: The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.
- **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.
- **Staple the pages** of your assignment together (do not use pins or paper clips).
- **University Assessment Item Coversheet**: All assignments must be submitted with the University coversheet available at: [http://www.newcastle.edu.au/study/forms/](http://www.newcastle.edu.au/study/forms/)
- **By arrangement with the relevant lecturer, assignments may be submitted at any Student Hub located at**: 
  - Level 3, Shortland Union, Callaghan
  - Level 2, Student Services Centre, Callaghan
  - Ground Floor, University House, City
  - Opposite Café Central, Ourimbah
- **Date-stamping assignments**: All students must date-stamp their own assignments using the machine provided at each Student Hub. If mailing an assignment, this should be address to the relevant School. Mailed assignments are accepted from the date posted, confirmed by a Post Office date-stamp; they are also date-stamped upon receipt by Schools.

*NB: Not all of these services may apply to the Port Macquarie Campus.*

- **Do not fax or email assignments**: Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse.
- **Keep a copy of all assignments**: It is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in electronic and hard copy formats.

**Online copy submission to Turnitin**

In addition to hard copy submission, students are required to submit an electronic version of the following assignments to Turnitin via the course Blackboard website available @ [www.blackboard.newcastle.edu.au/](http://www.blackboard.newcastle.edu.au/)

- Assignment Four, due 5 pm, 18 June (2000 words)

Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing. Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.
Academic Integrity

Integrity, honesty, and a respect for knowledge and truth are the bases of all academic endeavours in teaching, learning and research. To preserve the quality of learning, both for the individual and for others enrolled, the University imposes severe sanctions on activities that undermine academic integrity.

There are two major categories of academic dishonesty:

(a) Academic Fraud, in which a false representation is made to gain an unjust advantage by, for example,

- the falsification of data
- reusing one’s own work that has been submitted previously and counted towards another course (without permission)
- misconduct in Examinations

(b) Plagiarism, which is the presentation of the thoughts or works of another as one’s own. Plagiarism includes

- copying, paraphrasing, or using someone else’s ideas without appropriate acknowledgement
- failure to identify direct quotation through the use of quotation marks
- working with others without permission and presenting the resulting work as though it were completed independently.

Please note that aiding another student to plagiarise (e.g. by lending assignments to other students) is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link - http://www.newcastle.edu.au/policylibrary/000608.html

Penalties for Late Assignments

Assignments submitted after the due date, without an approved extension of time will be penalised by the reduction of 5% of the possible maximum mark for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted more than ten days after the due date will be awarded zero marks.


Refer - ‘Rules Governing the Administration of Assessment Items - Rule 000113’ available @ http://www.newcastle.edu.au/policylibrary/000113.html (section 18)

Special Circumstances

Students wishing to apply for Special Circumstances or Extension of Time should apply online. Refer - ‘Special Circumstances Affecting Assessment Items - Procedure 000641’ available @ http://www.newcastle.edu.au/policylibrary/000641.html
No Assignment Re-submission

Students who have failed an assignment are not permitted to revise and resubmit it in this course. However, students are always welcome to contact their Tutor, Lecturer or Course Coordinator to make a consultation time to receive individual feedback on their assignments.

Re-marks & Moderations

A student may only request a re-mark of an assessment item before the final result - in the course to which the assessment item contributes - has been posted. If a final result in the course has been posted, the student must apply under ‘Procedures for Appeal Against a Final Result’ (Refer - http://www.newcastle.edu.au/study/forms/).

Students concerned at the mark given for an assessment item should first discuss the matter with the Course Coordinator. If subsequently requesting a re-mark, students should be aware that as a result of a re-mark the original mark may be increased or reduced. The case for a re-mark should be outlined in writing and submitted to the Course Coordinator, who determines whether a re-mark should be granted, taking into consideration all of the following:

1. whether the student had discussed the matter with the Course Coordinator
2. the case put forward by the student for a re-mark
3. the weighting of the assessment item and its potential impact on the student’s final mark or grade
4. the time required to undertake the re-mark
5. the number of original markers, that is,
   a) whether there was a single marker, or
   b) if there was more than one marker whether there was agreement or disagreement on the marks awarded.

A re-mark may also be initiated at the request of the Course Coordinator, the Head of School, the School Assessment Committee, the Faculty Progress and Appeals Committee or the Pro Vice-Chancellor. Re-marks may be undertaken by:

1. the original marker; or
2. an alternate internal marker; or
3. an alternate external marker (usually as a consequence of a grievance procedure).

Moderation may be applied when there is a major discrepancy (or perceived discrepancy) between:

1. the content of the course as against the content or nature of the assessment item(s)
2. the content or nature of the assessment item(s) as against those set out in the Course Outline
3. the marks given by a particular examiner and those given by another in the same course
4. the results in a particular course and the results in other courses undertaken by the same students.

For further detail on this University policy refer - ‘Re-marks and Moderations - Procedure 000769’ available @ http://www.newcastle.edu.au/policylibrary/000769.html

Return of Assignments

Students can collect assignments from a nominated Student Hub during office hours. Students will be informed during class which Hub to go to and the earliest date that assignments will be available for collection. Students must present their student identification card to collect their assignment.


Preferred Referencing Style

In this course, it is recommended that you use the use the MLA referencing system for referencing sources of information used in assignments. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.
An in-text citation names the author of the source, gives the date of publication, and for a direct quote includes a page number, in parentheses. At the end of the paper, a list of references provides publication information about the source; the list is alphabetised by authors' last names (or by titles for works without authors). For further information on referencing and general study skills refer - ‘Infoskills’ available @ www.newcastle.edu.au/services/library/tutorials/infoskills/index.html

Student Representatives

Student Representatives are a major channel of communication between students and the School. Contact details of Student Representatives can be found on School websites.

Refer - ‘Information for Student Representatives on Committees’ available @ http://www.newcastle.edu.au/service/committees/student_reps/index.html

Student Communication

Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

Essential Online Information for Students

Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services is available @ http://www.newcastle.edu.au/currentstudents/index.html

Progressive Assessment for ENGL3655—Romantic Literature

- 500 word assignment (15%) due 23 March
- 500 word assignment (15%) due 27 April
- 1000 word assignment (25%) due 18 May
- 2000 word assignment (45%) due 18 June

500 Word Assignments

Students must submit two 500 word assignment papers in the course of this semester. Papers are to be submitted in that week’s class (see the Schedule of Seminars). They should be presented as essays, fully written out, with references in MLA style. Hardcopy only needed (no Turnitin submission required).

Assignment One, due 23 March (in class). Answer ONE of the following questions:

1. To what extent, if at all, does Blake privilege the voice of the Devil in The Marriage of Heaven and Hell?

2. In The Marriage of Heaven and Hell Blake writes about “contraries.” What is a “contrary” and how does it differ from simple opposites?

3. The Preface to The Lyrical Ballads sets outs some of the central ideas of Wordsworth’s poetics. What is the relationship between the poet’s feelings and the “goings-on of the Universe”?

4. In William Wordsworth’s poem “Ode. Intimations of Immortality” what is the difference between the pleasure the speaker took in nature as a child and the pleasure he draws from it now? What does the poet gain from his reflections on the past?

5. What are the differences between the presentation of nature in William Wordsworth’s poem “Lines Written a Few Miles Above Tintern Abbey” and his sister Dorothy’s The Grasmere Journals?

Assignment Two, due 27 April (in class). Answer ONE of the following questions:

1. How does the subject matter of the poems of Anna Laetitia Barbauld, Charlotte Smith, and Helen Robinson suggest a difference from the concerns of male poets of the period we have looked at so far on the course?
2. In Charlotte Smith's poems "Written in the Church-Yard at Middleton in Sussex" and "On Being Cautioned against Walking on an Headland Overlooking the Sea..." what kinds of characters does she seem to be drawn to write about? How does she (or the “speaker” or “lyric voice”) relate to these characters?

3. Both John Clare and Robert Burns write about mice. What are the differences between the two poems and what significance do they hold in relation to the themes of selfhood and nature?

4. Discuss the presentation of selfhood in John Clare's poems “I Am” and “I feel I am...”

5. In the poems of Robert Burns that we have read what significance can you draw from the fact that he writes in a Scottish dialect and voice?

6. To what extent does Thomas De Quincey’s praise of opium’s powers in Confessions of an English Opium-Eater remind you of romantic claims about imagination, art, and meditation?

7. How does De Quincey distinguish his confessional text from those written by others? How, for example, does he try to lend respectability to his narrative?

1000 Word Assignment

Students must submit one 1000 word assignment paper in the course of this semester. This paper is to be submitted in that week’s class (see the Schedule of Seminars). It should be presented as an essay, fully written out, with references in MLA style. Turnitin submission required.

Assignment Three, due 18 May. Answer ONE of the following Questions:

1. In what ways might one suggest that Byron’s Don Juan is critical of many of the attitudes and poetic strategies of earlier romantic poets such as Wordsworth and Coleridge?

2. Does Byron present a “typically Romantic” view of nature in Cantos I and II of Don Juan?

3. Discuss the use of irony in the Byron’s Don Juan (Dedication, and Cantos I and II)

4. Keats respectfully opposes Wordsworth’s poetry of the “egotistical sublime.” How does his poem Ode on a Grecian Urn offer an alternative focus for poetry?

5. Critics argue over the meaning of the Ode on Grecian Urn’s last two lines. How do you interpret them? What does it mean to identify truth and beauty--two realms that we generally insist upon keeping separate, just as we separate ethics or morality from aesthetics or beauty?

6. In Keats’s Ode to a Nightingale what emotions and desires does Keats’ speaker describe in connection with the nightingale? How do his feelings and desires differ from those of Shelley’s speaker in “To a Sky-Lark”?

7. In Mary Shelley’s Frankenstein to what extent is the romantic conception of “imagination” involved in Victor’s actions as a creator? How might his creation of the Being be a parody of the poetic or creative process -- i.e. a misuse of imagination?

8. In Frankenstein why does the Being/Creature keep comparing himself to Milton’s Satan -- what do they have in common?

9. Discuss the final usage made of fire and the natural setting in Frankenstein. Why is it significant that the Being/Creature determines to immolate himself? Why is it appropriate that he will do this when he reaches the North Pole?

2000 Word Assignment

Students must submit one 2000 word assignment paper in the course of this semester. This paper is to be submitted to a student HUB. It should be presented as an essay, fully written out, with references in MLA style. Turnitin submission required.
Assignment Four, due 5 pm, 18 June. Answer ONE of the following questions:

1. Is Romantic literature “radical” or “reactionary”? Discuss in relation to two or more texts on the course.

2. Compare the presentation of—and significance of—childhood in two or more texts on the course.

3. Discuss the conflict between the world of the imagination/mind/spirit and the material world in two or more texts on the course.

4. Much of the older academic/critical interpretations of Romantic literature concentrated primarily on the “formal” elements of the text. What are the weaknesses (and strengths) of such an approach? Discuss in relation to two or more texts on the course.

5. Discuss the use of symbol and metaphor in two or more texts on the course.

6. Discuss the presentation of the “irrational”—and its significance—in two or more texts on the course.

7. Many of the Romantic texts we have looked at foreground the conflict between the claims of the individual and the claims of community. Discuss in relation to two or more texts on the course.

8. In historical terms, the Romantic period was a time of “revolution”, discuss how two or more texts on the course might be said to respond to this idea.

9. What is the difference between the “beautiful” and the “sublime”? Discuss in relation to two or more texts on the course.

10. Eco-criticism is currently a fashionable critical approach towards Romantic literature, discuss the ways that two or more texts on the course may be described as being ecologically aware.

11. In terms of gender, class, or nationality discuss how two or more texts on the course might be said to be “writing from the margins.”

12. In what ways might two or more texts on the course be thought to be critical of some of the central tenets of ‘early’ Romanticism?

13. Discuss the conception of poetry and the role of the poet in two or more texts on the course.

14. Discuss the use of classical models (mythology and literature) in two or more texts on the course.

15. In what ways might two or more texts on the course be viewed as presenting either a “religious”/“spiritual” view of the world through poetry, or, alternately, an “irreligious” view of the world through poetry.

16. M.H. Abrams (in The Mirror and the Lamp) believes that Romantic literature signifies a change from a literature based upon imitation to a literature based upon expression. Discuss in relation to two or more texts on the course.

17. Discuss the idea of the “Satanic” in two or more texts on the course.

18. Discuss the presentation of the “city” and “society” in two or more texts on the course.

19. The term “visionary” is often used about certain Romantic texts, discuss this idea in relation to two or more texts on the course.

20. Discuss the different forms—and significance—that “feeling” or ‘sympathy” plays in two or more texts on the course.
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<thead>
<tr>
<th>Grading guide</th>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>49% or less</td>
<td>Fail  (FF)</td>
<td>An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable to express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</td>
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<tr>
<td>50% to 64%</td>
<td>Pass  (P)</td>
<td>The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
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<td>65% to 74%</td>
<td>Credit (C)</td>
<td>The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
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<tr>
<td>75% to 84%</td>
<td>Distinction (D)</td>
<td>Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
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<td>85% upwards</td>
<td>High Distinction (HD)</td>
<td>All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
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<td>Week</td>
<td>Week Commencing</td>
<td>Lecture Topic</td>
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</tr>
<tr>
<td>1</td>
<td>02/03/2009</td>
<td>Introduction and Historical Overview</td>
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<tr>
<td>2</td>
<td>09/03/2009</td>
<td>William Blake-The Marriage of Heaven and Hell</td>
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<td>4</td>
<td>23/03/2009</td>
<td>William Wordsworth—Tintern Abbey; The Prelude Book Sixth (Crossing Simplon Pass) Dorothy Wordsworth—From The Grasmere Journals</td>
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<tr>
<td>5</td>
<td>30/03/2009</td>
<td>Mary Wollstonecraft-A Vindication on the Rights of Woman Anna Laetitia Barbauld—The Rights of Woman; Washing Day. Charlotte Smith—Written at the Close of Spring; Written In the Church-Yard at Middleton in Sussex; On Being Cautioned Against Walking. . . Mary Robinson—London’s Summer Morning</td>
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<tr>
<td>6</td>
<td>06/04/2009</td>
<td>Semester Recess: Friday 10th April (Easter)</td>
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<td></td>
<td>13/04/2009</td>
<td>Semester Recess: Friday 10th April – Friday 17th April</td>
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<tr>
<td>7</td>
<td>20/04/2009</td>
<td>John Clare—“I feel I am. . . ” (supplied in class); I Am; Mouse’s Nest. Robert Burns—To a Mouse; Song: For a’ that and a’that; To a Louse</td>
</tr>
<tr>
<td>8</td>
<td>27/04/2009</td>
<td>Thomas De Quincey—Confessions of an English Opium-Eater</td>
</tr>
<tr>
<td>9</td>
<td>04/05/2009</td>
<td>Lord Byron—Don Juan—Dedication (supplied in class), and Cantos I and II</td>
</tr>
<tr>
<td>10</td>
<td>11/05/2009</td>
<td>John Keats—On First looking into Chapman’s Homer; La Belle Dame Sans Merci; the Odes (Sleep, Psyche, Nightingale, Grecian Urn, Melancholy, Indolence); “This living hand. . . ”</td>
</tr>
<tr>
<td>11</td>
<td>18/05/2009</td>
<td>Mary Shelley-Frankenstein</td>
</tr>
<tr>
<td>12</td>
<td>25/05/2009</td>
<td>Percy Shelley—A Defence of Poetry; To a Skylark; Ode to the West Wind; Ozymandias; The Triumph of Life (supplied in class); England in 1819</td>
</tr>
<tr>
<td>13</td>
<td>01/06/2009</td>
<td>Conclusion: Post Romanticism ?</td>
</tr>
</tbody>
</table>

**Examination period:** Monday 9th June to Friday 26th June 2009