

	<p style="text-align: center;">LJWL LIT 4046 Romantic Literature (3)</p>
Fall 2022	
Meeting days: MWF	Instructor title and name: Dr. Bettina Tate Pedersen
Meeting times: 11:00-11:55	Office Phone: (619) 849-2260
Meeting location: BAC 102	Email: bettinapedersen@pointloma.edu For course questions, please use Canvas email.
Final Exam: Wednesday, Dec. 14, 10:30am-1:00pm PST	Virtual office hours: Zoom Open Office Hours, Fridays 3:00-4:00pm Campus office: BAC 116 (Fridays 3:00-4:00pm and by appointment)
<p>Essential materials for every F2F class: face mask (as required by university policy), books, course materials, computers or iPads, earphones/headsets (as desired), (You may bring cell phones to class sessions, but they are not the best device for viewing course materials and/or participating in group work. I may also ask you to mute and store cell phones during class sessions as well.)</p> <p>For remote classes: computers or iPads, earphones/headsets (as desired), books, course materials, physical space conducive to study (as much as is possible in your remote locations)</p>	<p>Additional info: Essential platforms for ALL course work: Chrome, Word (not Pages!), Google, Excel, Canvas.</p> <p>If you do not have the necessary technology this fall (e.g. a laptop or access to reliable internet), please email student-tech-request@pointloma.edu for assistance.</p> <p>Also be sure to check the Knowledge Base site for discounted hardware and software. <i>You must sign into this page once you are there.</i></p>

PLNU Mission ☼

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

COURSE DESCRIPTION ☼

Catalog: A study of the poetry, fiction, non-fiction prose of the Romantic Age (1780-1830), focusing on issues of the French Revolution; the rights of women; the abolition of the slave trade and slavery; the rise of democracy, industrialization and science; the philosophy of art; and the rise of new literary forms such as the Greater Romantic lyric and the gothic. *Prerequisite: College Composition; Recommended: LIT 3000 & LIT 2055*

Extended: Our study of Romantic Literature will focus on the novels of Jane Austen (1775-1817) written during the Regency Period (1811-1820) and carrying both Enlightenment and Romantic cultural characteristics (*reason vs emotion*). We'll read (print versions) and annotate (digital versions) four of her novels: *Sense and Sensibility* (1811), *Pride and Prejudice* (1813), *Mansfield Park* (1814), and *Persuasion* (1818), which touch on key cultural issues of gender (*rights of women, marriage and security*), class (*servant, middle, gentry, and upper classes*), the environment (*landscape gardening, industrialization, cottage industries*), politics (*British Empire, French Revolution, rise of democracy, abolition, the military*), economics (*slave trade, slavery, wealth—family estates vs. emerging capitalism*), and aesthetics (*genres of social satire, comedy of manners, female bildungsroman*).

We will use the Broadview editions of Austen's novels and COVE (Collaborative Organization for Virtual Education), a non-profit digital platform for annotating, and timeline/map/gallery building. As we read the novels, we will annotate our insights. Then we will share those annotations in class discussions, exploring the historical, sociological, religious, political, and cultural aspects of these novels. We will support our close reading of the novels by building related timelines, maps, and galleries in COVE and by reading secondary sources for and literary criticism of Austen's works.

COURSE LEARNING OUTCOMES (*Aligned to PLOs*)★

Students will be able to

1. closely read and critically analyze texts in their original languages and/or in translation. **(PLO 2,3, 5)**
2. recall, identify, and use fundamental concepts of literary study to read and discuss texts
 - a. standard literary terminology
 - b. modes/genres of literature
 - c. elements of literary genres
 - d. literary periods (dates, writers, characteristics, and important developments)
 - e. contemporary critical approaches
 - f. extra-literary research **(PLO 2, 3, 5)**
3. analyze the social, cultural, ethnic, gendered, and/or historical contexts of the works and their authors, and connect the texts with their own lives. **(PLO 1)**
4. create detailed and informed textual analysis of literary works employing secondary sources and applying concepts of literary study and literary theory. **(PLO 2,3, 4, 5)**

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Austen, Jane. *Sense and Sensibility*. (1811) Broadview. 1st ed.

---. *Pride and Prejudice*. (1813) Broadview. 2nd ed.

---. *Mansfield Park*. (1814) Broadview. 2nd ed.

---. *Persuasion*. (1817) Broadview. 1st ed.

[COVE Subscription \(\\$10\)](#)

COURSE CREDIT HOUR INFORMATION ⚡

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 16 weeks. It is anticipated that students will spend a *minimum* of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an *estimated* 112.5 *minimum* hours meeting the course learning outcomes. Weekly time estimations are provided in the Canvas modules.

Distribution of Student Learning Hours

Course Assignments & Exams	Hours	%Weight
Reading Assignments (1690pp.)	55	30%
COVE Annotations & Presenting	10	
Planning Documents & Discussion Boards	5	
Contextual Presentations, COVE Timeline, COVE Map	15	35%
Seminar Paper	20	25%
Final Exam—Research Colloquium	2.5	10%
Total Course Hours	112.5	100%

ASSESSMENT AND GRADING ⚡

Student grades will be posted in the Canvas grade book according to the weighted components of our course work. It is important to read the comments posted with each assignment as these comments will help you improve your work. Grades will be based on the following:

Grade Scale (Percentage)

A	93-100%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	F	59% & below

STATE AUTHORIZATION ⚡

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location.

Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

INCOMPLETES AND LATE ASSIGNMENTS ⚡

All assignments are to be submitted by the due dates posted. Due dates are posted with all assignments, discussions, etc. Assignments must typically be submitted by 11:59pm Pacific Standard Time on the day they are due *unless otherwise specified. Check Canvas deadlines carefully.*

Late assignments are typically not accepted. Incompletes will only be assigned in extremely unusual circumstances.

In our synchronous and asynchronous discussions, it is crucial that your work be posted spot on time! Late work will show in pink on Canvas and may be assigned a zero. Late or missing work means that other class members will not have the opportunity to respond to your comments nor you to theirs in a timely fashion. Your consideration of others' time is hospitable. It is also crucial to your learning, your grade, *and* our class reading community. If you know you will be away on the day your assignment is due, you must post your work *before* you leave.

PLNU COPYRIGHT POLICY ⚡

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY ⚡

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY ⚡

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

SEXUAL MISCONDUCT AND DISCRIMINATION ⚡

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. If you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix

PLNU ATTENDANCE AND PARTICIPATION POLICY ⚡

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation.

In some courses, a portion of the credit hour content will be delivered **asynchronously**, and attendance will be determined by submitting the assignments by the posted due dates. See [Academic Policies](#) in the Undergraduate Academic Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

Asynchronous Attendance/Participation Definition

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

Course Modality Definitions

1. **In-Person:** Course meetings are face-to-face with no more than 25% online delivery.
2. **Online:** Coursework is completed 100% online and asynchronously.
3. **Online Synchronous:** Coursework is completed 100% online with required weekly online class meetings.
5. **Hybrid:** Courses that meet face-to-face with required online components.

CLASS PARTICIPATION

Interactions and Engagement with Course Readings

Your success in understanding and making meaning of the course texts will be directly related to your

- close reading of the texts (annotations),
- thoughtful reflection on the texts (annotations),

- engaged participation in online discussions (posting and replying),
- engaged completion of assignments,
- adjusted or corrected interpretations and understandings of a text (annotations and discussions),
- asking questions about the texts and seeking answers to your questions (discussions, annotations, seminar paper),
- connecting the literature to our world context and to your own life (discussions),
- spiritual meditation on the power of reading, of women's voices, and of empathizing with the experiences of others (discussions).

Preparation, Assignments, and Quizzes

1. Course books must be in your possession before the course begins. No exemptions from quizzes or other required/graded work will be granted because you do not yet have course texts. Using designated editions is crucial since all page references in course handouts, slides, assignments are taken from the specified editions. If audiobooks are used, you will need to listen with dedicated focus and with the print text with you for annotations. Use any discussion questions provided as you listen as well.
2. Completion of all discussions & assignments is required; passing the course will be difficult without doing so. Missed work may be made up only in extenuating circumstances as determined by typical university standards. You must communicate with me directly about such circumstances.
3. Quizzes: You may have some quizzes on some assigned readings. Quizzes may not be made up. I generally throw out the lowest quiz score when calculating final averages.
4. Late assignments will not be accepted (unless extenuating circumstances apply).
5. Always keep some form of backup copies of your work so you can recover/provide one if necessary.

ONLINE PLATFORMS & TECHNOLOGY

We will be using several online or digital platforms for our course work.

- **Canvas** (Google Chrome is the best browser to use with Canvas.)
- **Google Drive**
- **Canvas Email**
- **COVE** (Collaborative Organization for Virtual Education), a digital platform devoted to open access texts and research for students and scholars.

You are responsible for checking our course online platforms regularly for all course material, announcements, communications that are distributed via these sites. I will send messages only to these sites. If you want to reach out to me about our course, *please do so in Canvas email*. Please let me know *immediately* if you encounter any technical problems with these sites so that I can address the technical issues on my side.

For your best course experience, be sure to submit all coursework in acceptable, viewable/audible, Canvas-compatible, digital form (doc, docx, pdf, xlsx). Pages documents *are not readable* in Canvas/Google Chrome. If I cannot open your document or read it, I cannot assign it any credit.

In order to be successful with the online and digital components of our course, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. (You will have to log into this link's page to see appropriate content.)

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your classwork.

ACADEMIC WRITING & MLA STYLE

For all written work, please use MLA Style and follow all standards of academic writing taught to you in your college composition class. The MLA Style includes the standard use of inclusive language. (See also "LJML Department Syllabus Statements: Inclusive Language" posted on Canvas in the Syllabus & Course Information folder.) *Points are lost for errors in MLA Style use.*

INCLUSIVE LANGUAGE

Because the Literature, Journalism, and Modern Language department recognizes the power of language, all public language used in this course, including written and spoken discourse, should be inclusive. This standard is outlined by all major academic style guides, including MLA, APA, and Chicago, and is the norm in university-level work.

PUBLIC DISCOURSE

Much of the work we will do in this discussion-based class is interactive. The nature of Canvas discussion board posts and replies and any recorded ZOOM meetings are **public, not private, discourse**. By continuing in this class, you acknowledge that your work will be viewed and/or heard by others in the class and is thus, public.

DIVERSITY STATEMENT

Point Loma Nazarene University is committed to diversity in the classroom, in its publications and in its various organizations and components. Faculty and staff recognize that the diverse backgrounds and perspectives of their colleagues and students are best served through respect toward gender, disability, age, socioeconomic status, ethnicity, race, culture, and other personal characteristics. In addition, the department of Literature, Journalism, and Modern Languages is committed to taking a leadership position that calls for promoting a commitment to diversity in and out of the classroom and in the practices of writing, journalism, and the study of literature.

SPIRITUAL CARE ☼

PLNU strives to be a place where students grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If you have questions, a desire to meet with the chaplain, or if you have prayer requests, you can contact the [Office of Student Life and Formation](#).

ASSIGNMENTS AT-A-GLANCE (Points are best estimates for now; all points/assignments are included in their proper weighted grade category.)

- COVE Annotation & Planning Roster, Group Planning Sheet, & Discussion Boards (variable points)** Team and individual record keeping and glossary for annotations, timeline, and map creation. Avoid duplicated work. Individual discussion board posts and replies. **Deadlines vary.** (CLO #1, 2)
- COVE Annotations & Presentation in Class Discussion (55 points)** Create your own close reading annotations in our course anthology in **COVE Studio**. See COVE Annotations Assignment. **Daily deadlines.** (CLO #1-3)
- Group Presentations of Contextual Material (variable points)** Novel teams will formally present assigned contextual material. Presentations will be done in class sessions dedicated for Group Presentations. **Deadlines vary.** (CLO #1-3)
- COVE Timeline and Map Assignments: (20 per assign, may adjust)** In **COVE Editions** you will build a timeline and a map for your team's Austen novel. **Deadlines vary.** (CLO #2-3)
- Annotated Bibliography (20 points).** Using MLA Style (9th ed.) you will compile a working annotated bibliography of a variety of scholarly sources for your seminar paper. **Due in Canvas November 21.** (CLO #2, 4).
- Seminar Paper (100 points).** You will write a seminar 10-15-page paper, fully researched, cited using MLA Style and a variety of scholarly sources on one or more of the four Austen novels we are reading. **Due in Canvas December 9 or earlier.** (CLO #1-4).
- Final Exam: Research Colloquium (100 points).** You will give a 7-8-min. conference-style presentation of your seminar paper to the class during our final exam period and participate in an oral Q&R. Rubric: AAC&U Oral Communication **Due December 14.** (CLO #1-4).

Time Required to Read Novels and Critical Apparatus			
Book	#Pages	30pp/hr. Pace	Est. Total Hrs. Range
<i>Sense and Sensibility</i>	340	11.33 hrs.	12-14
Critical Apparatus	39	1.3 hrs.	1-2
<i>Pride and Prejudice</i>	343	11.43 hrs.	12-14
Critical Apparatus	58	1.93 hrs.	2-3
<i>Mansfield Park</i>	434	14.46 hrs.	16-18
Critical Apparatus	41	1.36 hrs.	2-3
<i>Persuasion</i>	214	7.13 hrs.	8-10
Critical Apparatus	33	1.1 hrs.	1-2
TOTALS	1485	49.47	54-66

[Introduction to British Romanticism](#) A helpful survey of distinctive elements of culture and aesthetics, especially poetry, that characterizes this literary and historical period.

SCHEDULE OF READINGS & ASSIGNMENTS

Day & Dates		Readings & Assignments
Jane Austen's <i>Sense and Sensibility</i> (1811)		
Week 1 Aug. 30-Sept. 2		Class Orientation & <i>Sense and Sensibility</i> Vol. I
1	Tues., Aug. 30	Course Orientation: COVE Set-Up, Connecting and Choosing Novel Groups, Historical Context Assignments: COVE Studio Annotations; COVE Editions Timeline & Maps
2	Wed., Aug. 31	<i>Sense and Sensibility</i> , vol. 1, chs. 1-14 (pp. 41-107) Have read (Broadview ed.) & annotated (COVE Studio). Follow COVE Annotations Assignment carefully! Present annotations & discuss reading
3	Fri., Sept. 2	<i>S&S</i> , vol. 1, chs. 15-22 (pp. 108-161) Present annotations & discuss reading
Week 2 Sept 5-9		<i>Sense and Sensibility</i> Vol. II
4	Wed., Sept. 7	<i>S&S</i> vol. 2, chs. 1-7 (pp. 165-212) Present annotations & discuss reading
5	Fri., Sept. 9	<i>S&S</i> , vol. 2, chs. 8-14 (pp. 213-268) Present annotations & discuss reading
Week 3 Sept 12-16		<i>Sense and Sensibility</i> Vol. III
6	Mon., Sept. 12	<i>S&S</i> , vol 3, chs. 1-7 (pp.271-323) Present annotations & discuss reading
7	Wed., Sept. 14	<i>S&S</i> , vol. 3, chs. 8-14 (pp. 324-381) Present annotations & discuss reading
8	Fri., Sept. 16	<i>S&S</i> , Appendix A: Reviews (pp. 383-385) & Kathleen James-Cavan's "Introduction" (pp. 7-33) & Discussion Board: What further insights and sharpened understanding did the introduction add to your close reading and understanding of the novel? What points made in the two reviews of <i>S&S</i> did you agree or disagree with in Appendix A and why?
Week 4 Sept. 19-23		GROUP PRESENTATIONS <i>Sense and Sensibility</i> Contexts (Historical, Cultural, Literary)
9	Mon., Sept. 19	<i>S&S</i> , Appendix B: Sensibility (pp. 386-406) & Appendix F: Marianne Dashwood's Reading (pp. 415-22) <i>S&S</i> Group Presentation of Appendix material (See Google Sheet)
10	Wed., Sept. 21	<i>S&S</i> , Appendices C: The Picturesque (pp. 407-10) & Appendix D: Map of London (pp. 411-12) & Appendix E: Modes of Travel (pp. 413-14) <i>S&S</i> Group Presentation of Appendix material (See Google Sheet)
11	Fri., Sept. 23	<i>S&S</i> Group Presentation of COVE Map and Timeline for <i>S&S</i> MAP & TIMELINE DUE 11:00AM COVE
Jane Austen's <i>Pride and Prejudice</i> (1813)		
Week 5 Sept. 26-30		<i>Pride and Prejudice</i> Vol. I
12	Mon., Sept. 26	<i>Pride and Prejudice</i> , vol. 1, chs. 1-14 (pp. 43-93)

		Present annotations & discuss reading
13	Wed., Sept. 28	<i>P&P</i> , vol. 1, chs. 15-23 (pp. 93-141) Present annotations & discuss reading
14	Fri., Sept. 30	<i>P&P</i> , vol. 2, chs. 1-11 (pp. 145-89) Present annotations & discuss reading
	Week 6 Oct. 3-7	<i>Pride and Prejudice, Vol. II & III</i>
15	Mon., Oct. 3	<i>P&P</i> , vol. 2, chs. 12-19 (pp. 189-224) Present annotations & discuss reading
16	Wed., Oct. 5	<i>P&P</i> , vol. 3, chs. 1-5 (pp. 227-63) Present annotations & discuss reading
17	Fri., Oct. 7	<i>P&P</i> , vol. 3, chs. 6-12 (pp. 263-301) Present annotations & discuss reading
	Week 7 Oct 10-14	<i>Pride and Prejudice, Vol. III & Contexts (Historical, Cultural, Literary) & Some Group Presentations</i>
18	Mon. Oct. 10	<i>P&P</i> , vol. 3, chs. 13-19 (pp. 301-35) Present annotations & discuss reading
19	Wed., Oct. 12	<i>P&P</i> , Robert P. Irvine's "Introduction" (pp. 9-29) & Discussion Board
20	Fri., Oct. 14	<i>P&P</i> , Appendix B: Letters (pp. 353-60) & Appendix C: Reviews (pp. 361-66) & Appendix E: Domestic Tourism (pp. 383-87) Group Presentations of Appendix material (See Google Sheet)
	Week 8 Oct. 17-21	GROUP PRESENTATIONS <i>Pride and Prejudice Contexts (Historical, Cultural, Literary)</i>
21	Mon. Oct. 17	<i>P&P</i> Appendix D: Conduct Books (pp. 367-82) & Appendix G: Women's Role after French Rev. (pp. 395-413) Group Presentations of Appendix material (See Google Sheet)
22	Wed., Oct. 19	<i>P&P</i> , Appendix H: Militia Regiments on South Coast (pp. 415-34) Group Presentations of Appendix material (See Google Sheet) <i>P&P</i> Group Presentation of COVE Map and Timeline for <i>P&P</i> MAP & TIMELINE DUE 11:00AM COVE
Jane Austen's Mansfield Park (1814)		
	Week 9 Oct. 24-28	<i>Mansfield Park, Vol. I & GROUP PRESENTATIONS</i>
23	Mon., Oct. 24	<i>Mansfield Park</i> , Appendix B: Religion (pp. 478-83) & Appendix C: Ideals of Femininity (pp. 484-89) and Appendix F: Women's Education (pp. 499-504) Group Presentations of Appendix material (See Google Sheet)
24	Wed. Oct. 26	<i>MP</i> , vol. 1, chs. 1-6 (pp. 35-89) Present annotations & discuss reading
25	Fri., Oct. 28	<i>MP</i> , vol. 1, chs. 7-12 (pp. 90-142) Present annotations & discuss reading
	Week 10 Oct. 31-Nov. 4	<i>Mansfield Park, Vol. I & II</i>
26	Mon., Oct. 31	<i>MP</i> , vol. 1, chs. 13-18 (pp. 143-190) Present annotations & discuss reading Appendix A: Theatricals at Mansfield Park (pp. 469-477) Discussion Board

27	Wed. Nov. 2	<i>MP</i> , vol. 2, chs. 19-24 (pp. 193-249) 54 Present annotations & discuss reading
28	Fri., Nov. 4	<i>MP</i> , vol. 2, chs. 25-27 (pp. 250-280) 30 Present annotations & discuss reading
	Week 11 Nov 7-11	<i>Mansfield Park</i>, Vol. II & III
29	Mon., Nov. 7	<i>MP</i> , vol. 2, chs. 28-31 (pp. 281-314) 33 Present annotations & discuss reading
30	Wed. Nov. 9	<i>MP</i> , vol. 3, chs. 32-36 (pp. 317-368) 50 Present annotations & discuss reading
31	Fri., Nov. 11	<i>MP</i> , vol. 3, chs. 37-43 (pp. 369-419) 50 Present annotations & discuss reading
	Week 12 Nov. 14-18	<i>Mansfield Park</i> Vol III & GROUP PRESENTATIONS Contexts (Historical, Cultural, Literary)
32	Mon., Nov. 14	<i>MP</i> , vol. 3, chs. 44-48 (pp. 420-468) 48 Present annotations & discuss reading
33	Wed., Nov. 16	June Sturrock "Introduction (11-28) & Discussion Board <i>MP</i> , Appendix G: Contemporary Reception (pp. 505-15) & Appendix H: Letters (pp. 516-17) Group Presentations of Appendix material (See Google Sheet)
34	Fri., Nov. 18	<i>MP</i> , Appendix D: Improvement of Estate (pp. 490-93) & Appendix E: West Indian Connection (pp. 494-98) Group Presentations of Appendix material (See Google Sheet) <i>MP</i> Group Presentation of COVE Map and Timeline for <i>MP</i> MAP & TIMELINE DUE 11:00AM COVE
<i>Jane Austen's Persuasion (1818)</i>		
	Week 13 Nov. 21-25	<i>Persuasion</i>, Vol. I
35	Mon. Nov. 21	<i>Persuasion</i> , vol. 1, chs. 1-6 (pp. 45-88) Present annotations & discuss reading ANNOTATED BIBLIOGRAPHY DUE
	Week 14 Nov. 28-Dec 2	<i>Persuasion</i>, Vol. I & II
36	Mon. Nov. 28	<i>Persuasion</i> , vol. 1, chs. 7-12 (pp. 88-144) Present annotations & discuss reading
37	Wed., Nov. 30	<i>Persuasion</i> , vol. 2, chs. 1-8 (pp. 145-207) Present annotations & discuss reading
38	Fri., Dec. 2	<i>Persuasion</i> , vol. 2, chs. 9-12 (pp. 207-258) Present annotations & discuss reading
	Week 15 Dec 5-9	<i>Jane Austen's Persuasion</i> GROUP PRESENTATIONS Contexts (Historical, Cultural, Literary)
40	Mon., Dec. 5	Linda Bree's "Introduction" (pp. 7-37) & Discussion Board Appendix A: Cancelled Chapters of <i>Persuasion</i> (pp. 259-69) & Appendix B: Biographical Notice (pp. 270-74) & Appendix C: Letters (pp. 275-80)

		Group Presentations of Appendix material (See Google Sheet)
39	Wed., Dec. 7	<p><i>Persuasion</i>, Appendix D: Duties of Female Sex (pp. 281-85) & Appendix E: Conditions of Female Sex (pp. 286-88) & Appendix F: Annual Register (pp. 289-93)</p> <p>Group Presentations of Appendix material (See Google Sheet)</p> <p><i>Persuasion</i> Group Presentation of COVE Map and Timeline for <i>Persuasion</i></p> <p>MAP & TIMELINE DUE 11:00AM COVE</p>
41	Fri., Dec. 9	<p>NO CLASS: SEMINAR PAPERS WORK</p> <p>SEMINAR PAPER DUE Dec. 9, 11:59pm Canvas</p>
	Week 16 FINALS Dec. 12-16	FINALS WEEK—Research Colloquium
	Wed., Dec. 14	Final Exam 10:30-1:00 – RESEARCH COLLOQUIUM