THE ENGLISH NOVEL: DEFOE THROUGH SCOTT
ENG 417/517
4 Credits
PREREQS: Sophomore standing; 6 credits in English at 200-level or above.

Rationale for conversion: The conversion will give students greater opportunity to practice critical thinking and writing about eighteenth-century English novels by requiring students to read an additional novel and by increasing the length and complexity of writing assignments as well as raising research expectations.

The four credit version will:
- add an additional novel;
- increase the length and complexity of writing assignments;
- add instruction in research including digital and non-print sources.

The core syllabus represents the three credit version last taught.

Course Description:
Selected English novels from Defoe through Scott. Not offered every year.

Learning Outcomes for 417:
- Identify key English authors and novels of the eighteenth and early nineteenth century.
- Account for and explain the literary and cultural milieu from which trends in the early English novel arose.
- Recognize and describe methods by which pattern and meaning are found in the novel genre.
- Demonstrate highly developed critical reading, writing, and thinking skills necessary for advanced work in the humanities.

Additional Learning Outcomes for 517:
- Demonstrate highly developed research skills in writing critical essays pertaining to the early English novel.
- Assess and enter the current critical conversation about one or more major eighteenth and/or early nineteenth-century novels.

ENG 417 Course Requirements: Two essays (7-9 pages each) (30% each); one brief class report (5%); class attendance and participation (5%), and final (30%). Essays must incorporate at least two outside sources. [The essay assignments reflect an increase in length of both papers and require two additional secondary sources.]

517 Course Requirements: One essay 7-9 pages (25%); one 10-minute class report incorporating some critical research of the text and/or period (10%); class attendance and participation (5%); one essay 10-12 pages (40%); and final (20%). The second essay should incorporate at least four outside sources and address a contemporary critical issue related to the period. [The second essay reflects an increase in the length of the paper and requires two additional secondary sources.]
**Statement Regarding Disability Access Services:**
Accommodations are collaborative efforts between students, faculty, and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 737-4098.

**Link to Statement of Expectations for Student Conduct:** Please familiarize yourself with the University’s Statement of Expectations for Student Conduct available at the following address: [http://oregonstate.edu/admin/stucon/achon.htm](http://oregonstate.edu/admin/stucon/achon.htm)

**Syllabus**

**Week One:**
- Introduction

**Week Two**
- Robinson Crusoe, 136-299.

**Week Three**
- *Clarissa*, 110-213.

**Week Four**
- *Clarissa*, 320-421.
- *Clarissa*, 421-517.

**Week Five**
- *Tom Jones*, Bks. 4-5: 99-175.

**Week Six**
- *Tom Jones*, Bks. 6-7: 175-256. [First Essay Due]
- *Tom Jones*, Bks. 8-9: 256-337.

**Week Seven**

**Week Eight**
- *Tom Jones*, Bks. 16-17: 540-595.

**Week Nine**
- *Tom Jones*, Bk. 18: 595-641.
- Maria Edgeworth, *Castle Rackrent* (1800) [Castle Rackrent reflects an addition of a 120-page novel to course requirements]

**Week Ten**
- Jane Austen, *Pride and Prejudice* (1813), Ch. 1-23: 5-109
  - Tues  6  *Pride and Prejudice*, Ch. 24-42: 113-198. [2nd Essay Due]
  - Thur  8  *Pride and Prejudice*, Ch. 43-61: 201-312.
