



**REGENT  
UNIVERSITY**

Christian Leadership  
to Change the World

**Mission Statement:**

Regent University serves as a center of Christian thought and action to provide excellent education through a Biblical perspective and global context equipping Christian leaders to change the world.

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**SECTION 1: COURSE OVERVIEW**

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Regent University

**COLLEGE OF ARTS AND SCIENCES**

**ENGL 475: The Roads of the Romantic (3)**

**Online  
Spring 2023  
Session D**

Instructor: Dr. Peter Fraser  
Location: COM 205  
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### **Communications Policy**

I check email regularly and will respond typically within a few hours, no later than 24 hours.

### **Course Description**

ENGL 475: Sp. Topics, *The Roads of the Romantic*

Major authors whose "longings" led them in divergent directions: Joyce, Thomas, Wordsworth, Burns, Stevenson, Dickens, C.S. Lewis, and Dorothy Sayers

### **Program Learning Outcomes**

PLO 1 Demonstrate mastery of the foundational knowledge and skills related to the discipline of English.

PLO 2 Interpret and explore literature as a reflection of human nature in the light of God's revealed Truth.

PLO 3 Explore and evaluate both historical and contemporary culture through a Biblically-grounded interpretation of literature.

### **Relationship of course to Regent's Mission**

Mission: *Regent University serves as a center of Christian thought and action to provide excellent education through a Biblical perspective and global context equipping Christian leaders to change the world.*

- 1. Biblical Perspective:** In this course, we will study literature from a Biblical perspective, understanding it as a meaningful expression of human experience, as a means of pursuing God's truth, and as an act of love and community. The readings, quizzes, and exams focus on cultivating your understanding and interpretation of literature—developing skills in reading and comprehension to better “hear” the human experience expressed in the literature and thus understand more deeply what it means to be human, made in God's image and fallen into sin. In our class dialogue, we will apply Biblical truth to the literature we read, analyzing and evaluating the ideas and experiences expressed in the literature and looking for God's truth articulated by both Christian and non-Christian authors. The literary analysis and/or literary research essays will give you a chance to explore specific works of literature more closely—seeking to understand and analyze a text on a deeper level and to share those conclusions with others in an essay, thus practicing the Biblical call to love others (even through the acts of reading and writing well) and to live in community (even when the community is cultivated through written texts).
- 2. Global Context:** In this course, we will study literature as an expression of the human condition, of human experience that crosses the boundaries of time and place. We will read and interpret literature written by people who lived very different lives than us. In seeking to understand and appreciate the expression of their experiences, we will cultivate love and empathy, both of which are essential to interacting in a global context. In class dialogue and the final exam, we

will draw conclusions about the worldviews expressed in the literature, affirming the truth expressed in the literature and also discerning how they may not express truth. This practice of both affirmation and discernment is another essential aspect of studying literature both from a Biblical perspective and in a global context.

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## SECTION 2: COURSE REQUIREMENTS

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Upon completion of this course, students should be able to:

1. CLO 1: Use skills in analysis and critical thinking by reading, discussing, and writing about key texts written by major British authors. (PLO 2)
2. CLO 2: Demonstrate a broad knowledge of the characteristics and historical and cultural contexts of twentieth-century England by reading texts and exploring related sites. (PLO 4)
3. CLO 3: Exhibit sound writing and communication skills through several written assignments, including a trip journal, several response papers, and a research paper. (PLO 2)
4. CLO 4: Show competency in the skills and techniques of literary study by reading texts, exploring their cultural contexts firsthand, and responding to them in oral and written form. (PLO 2)
5. CLO 5: Critique texts by major authors from a literary and biblical perspective. (PLO 4)

**Course Objectives** (specific tasks/assignments with match to CLOs)

Assignments	Course Learning Outcomes				
	CLO1	CLO2	CLO3	CLO4	CLO5
Character Essay	x		x		
Research Paper	x		x	x	x
Reading Quizzes		x			
Dialogues	x	x	x	x	x

### Description of how faith and learning will be integrated in the course

Many of the chosen authors were committed to expressing the Christian faith through literature. Others were rebelling against the tradition openly. Therefore, the analysis of text will revolve around issues of sin and salvation, as well as the ongoing history of Christ's church. The final essay will allow a full exploration of a Christian theme in one of the chosen texts.

### Course Procedures

#### *Attendance Policy (College of Arts & Sciences)*

Regent University recognizes the importance of class attendance and participation for students' learning. While attendance alone does not guarantee learning, engagement with the class through regular attendance and participation is essential to learning, both to the individual student and to the class itself as all benefit by others' contributions. At Regent University, class attendance, understood as the act of being present, is considered to be separate from participating in the class, understood as active engagement through discussion and other forms of interaction. Both are valuable to student learning.

Like other institutions of higher education, Regent University is required to maintain accurate attendance records by the U.S. Department of Education. Attendance is tracked weekly. For any week (7 days) in which a student does not attend class or, for online courses, participate in academic activities for the course in Blackboard, the student will be marked absent in the Blackboard grade book. The standard by which a final date of attendance in the class is measured will be the last date on which the online student engages in academic activity for the course in Blackboard or the on-campus student attends the on-campus class for a course, whichever is more recent. "Academic activity" includes submitting an assignment, taking an exam or tutorial, engaging in computer-assisted instruction, participating in online discussion about academic matters, or initiating contact with a faculty member to discuss academic matters concerning the course. Students should be aware that this date could affect their financial aid and financial obligations.

Normally, expectations for participation—such as those for quality work in the group discussions (including those in Blackboard)—differ from the minimal requirements for attendance. Thus, at the instructor's discretion, a student who is present or absent might lose participation points. Instructors determine whether students may gain back lost participation points (for example, through additional work). Students should be aware that instructors follow their posted policy for receiving late work from students. Work turned in late (papers, discussion board posts, etc.) could result in the loss of participation points or other components of the final course grade. Instructors are responsible to maintain accurate records regarding attendance and to follow course policies for grading student work, including students' participation. Students are responsible to attend and participate in class and to follow campus policies.

#### *Blackboard Requirements*

Blackboard has four primary purposes in our courses: (1) to provide a means for students to receive timely information about the course in general, assignments, grades, and announcements from the instructor; (2) to promote thoughtful interaction between the instructor and students and among students themselves as they work through course materials; (3) to provide a means for students to complete quizzes and other forms of evaluation; and (4) to enhance the learning process by providing a variety of materials.

Students are expected to log in to Blackboard and check the Announcements section of Blackboard at least once a week beginning one week before the start of the course. Students must keep their e-mail address current in Blackboard; they are expected to check their Regent e-mail daily to ensure timely receipt of messages from the professor.

For courses with online discussions, they will be posted in Blackboard. Unless otherwise instructed, the parameters for a student's postings are *[200-300]* words (please keep the word count in this range). The purpose of these parameters is to promote writing that is both thorough and concise. The instructor will post questions and activities weekly. Discussion questions will be posted in advance. Since not everyone will see things identically, students are to review one another's postings in order to further their insight and learning. This is an important benefit of dialogue.

Note that the expectations for quality work in the Blackboard group discussions differ from the *minimal* requirements for attendance.

Please check the Start Here link in Blackboard for University Library information and Academic Support information, Blackboard Tutorials and Resources, Academic Honor Code, Writing Styles, Discipline Policies, and Disability Services.

Some basic computer skills you are expected to have mastered before taking an online course include the following: sending and receiving emails, opening or sending an email attachment, searching the Internet, using Microsoft Word and downloading files. Numerous online tutorials are available to teach you how to use Blackboard. When you log into Blackboard, access the [RU Resources](#) tab at the top right of your screen.

If you have technical problems with Blackboard and/or are not able to log in, please contact the Help Desk/IT department. You can e-mail the Help Desk at: [helpdesk@regent.edu](mailto:helpdesk@regent.edu) or call at (757) 352-4076.

### *Late Assignment Penalties*

Assignments will receive a *one-half letter grade deduction for each day late except in serious extenuating circumstances*. Students should contact the instructor in advance of a due date when assignments will not come in on time. Note also that all assignments must be received prior to the date when the class officially closes.

### *Required Work Hours*

As per Regent University's Credit Hour policy, 45 hours of total student work are minimally required for each credit hour earned in a course; therefore, you should calculate the average number of work hours per week required by this course (e.g., a 3-credit course lasting 15 weeks requires at least 9 hours per week of student work) in order to give you an approximate understanding of the amount of time you should devote to its requirements. For online, 8 week classes, the student work effort per week is in effect doubled to about 17 hours per week (vs. 9 hours per week for 15-week courses).

### *Writing*

All papers and essays at Regent University must follow the writing style format required by the degree specialty for which they are being written. The writing style to be used in this course is *[indicate style sheet - APA, MLA, or Turabian]*.

### *SafeAssign™*

In order to support students and faculty in reducing plagiarism, the College of Arts & Sciences utilizes SafeAssign™, a plagiarism prevention service offered through Blackboard. SafeAssign™ detects unoriginal content in student assignments and provides an easily identifiable report for faculty to distinguish between original and plagiarized content. This service helps educators prevent plagiarism by detecting unoriginal content in student papers.

### *College of Arts & Sciences Academic Policies*

For additional academic policies, please review the latest college catalog [here](#).

### **Required and Supplemental Resources**

Students are responsible for acquiring the following books and materials for this course **by the time the course begins**:

- Dorothy Sayers, *The Nine Tailors*
- *All other required readings can be accessed through the Blackboard course shell.* Students should feel free to obtain hard copies of readings if preferred. The stories and novels are all readily available through libraries or book suppliers.

The College of Arts & Sciences has partnered with the Regent Bookstore to have textbooks available for purchase for all students, including distance students. Items may be ordered using the secured online catalog found at <http://www.regent.edu/admin/stusrv/bookstore/>.

Additional materials (e.g., PowerPoint files, quizzes, media, and the like) may be found on Blackboard. Students are responsible for the information and materials distributed through Blackboard and, for on-ground students, in class.

### Method of Evaluating Student Performance

Assignments	Weight
Reading Quizzes	32%
Weekly Dialogues	32%
Character Essay	16%
Research Essay	20%
<b>TOTAL</b>	<b>100%</b>

### Grading Scale

The following grading system is followed in the College of Arts & Sciences:

Grade	Percentage	Quality Points	Meaning of Grade
A	93–100	4.00	Superior
A-	90-92	3.67	
B+	87-89	3.33	
B	83-86	3.00	Good
B-	80-82	2.67	
C+	77-79	2.33	
C	73-76	2.00	Satisfactory
C-	70-72	1.67	
D+	67-69	1.33	
D	63-66	1.00	Poor
D-	60-62	0.67	
F	0-59	0.00	Failing

Letter grades indicate the following:

#### **A A-**

Work of superior quality in all areas. Work displays a mastery of course content at the highest level of attainment appropriate for the undergraduate level: outstanding quality of thought; excellent understanding of the course content and demonstration of skills associated with the course; a creative

and critical engagement with the material; and an ability to analyze and evaluate the knowledge and ideas that shows talent for undergraduate work. Work shows practical or personal application of course content in specific assignments, as appropriate. The grade for such work will vary from A to A- according to the quality and quantity of the work.

**B+ B B-**

Strong performance demonstrating a high level of attainment appropriate for the undergraduate level: high quality of thought; solid understanding of the course content and demonstration of skills associated with the course; an engagement with the material that shows good comprehension of the subject; and an ability to analyze and evaluate the knowledge and ideas in the course. Work shows practical or personal application of course content in specific assignments, as appropriate. The grade for such work will vary from B+ to B- according to the quality and quantity of the work.

**C+ C C-**

Satisfactory performance demonstrating an adequate level of attainment appropriate for the undergraduate level: competent quality of thought; acceptable understanding of the course content and demonstration of skills associated with the course; an engagement with the course that shows adequate ability to analyze and evaluate; and adequate comprehension of the subject. Work shows practical or personal application of course content in specific assignments, as appropriate. The grade will vary from C+ to C- according to the quality and quantity of the work.

**D+ D D-**

Marginal performance demonstrating a minimal passing level of attainment appropriate for the undergraduate level. The student's work indicates poor quality of thought and poor comprehension of course content. Work shows practical or personal application of course content in specific assignments, as appropriate.

**F**

Unacceptable performance. The student's work indicates major deficiencies in learning and reveals little or no understanding of course content. This grade denotes either unacceptable performance in spite of some effort, or failure to complete the assigned work.

**Course Schedule**

**All initial dialogue posts are due Thursdays at midnight. All response posts are due Sundays at midnight.**

Week	Readings/Resources Used	Activities/Assignments	Due Dates
1	<p><b>1) View</b> <i>James Joyce: a Concise Biography</i></p> <p><b>2) Read</b> select James Joyce stories from <i>Dubliners</i>: "Eveline" "The Boarding House" "The Dead"</p>	<p>Discussion Board</p> <p>Reading Quiz 1</p>	<p>Thur/Sun</p> <p>Sunday midnight</p>
2	<p><b>1) View</b> <i>Dylan Thomas: a Portrait</i></p> <p><b>2) Read</b> selection of Dylan Thomas poems in Bb</p> <p><b>3) Listen</b> to Thomas read his classic story "A Child's Christmas in Wales"</p>	<p>Discussion Board</p> <p>Reading Quiz 2</p>	<p>Thur/Sun</p> <p>Sunday midnight</p>

Week	Readings/Resources Used	Activities/Assignments	Due Dates
	<p><b>4) View</b> <i>William Wordsworth: a Concise Biography</i></p> <p><b>5) Read</b> selection of Wordsworth poems from <i>Lyrical Ballads</i> in Bb</p> <ul style="list-style-type: none"> <li><b>6) If you are traveling with the group to the UK, watch</b> <i>Swallows and Amazons</i> film</li> </ul>		
3	<p><b>1) Poetry Foundation</b> Robert Burns Biography Page</p> <p><b>2) On the Poetry Foundation</b> website, read as many Burns poems as you like, but make sure to read...</p> <ul style="list-style-type: none"> <li>"A Red, Red Rose"</li> <li>"Comin thro' the Rye"</li> <li>"Highland Mary"</li> <li>"Tam O'Shanter"</li> <li>"To a Mouse"</li> <li>"Ye Flowery Banks"</li> </ul> <p><b>3) View</b> <i>Robert Louis Stevenson: a Concise Biography</i></p> <p><b>4) Read</b> <i>Dr. Jekyll and Mr. Hyde</i></p>	<p>Discussion Board</p> <p>Reading Quiz 3</p>	<p>Thur/Sun</p> <p>Sunday midnight</p>
4	<p><b>1) View</b> <i>Charles Dickens: a Concise Biography</i></p> <p><b>2) Read</b> chapters 1-26 of Charles Dickens' <i>Oliver Twist</i></p>	<p>Character Essay</p> <p>Discussion Board</p> <p>Reading Quiz 4</p>	<p>Sunday midnight</p> <p>Thur/Sun</p> <p>Sunday midnight</p>
5	<p><b>Read</b> chapters 27-end of Charles Dickens' <i>Oliver Twist</i></p>	<p>Discussion Board</p> <p>Reading Quiz 5</p>	<p>Thur/Sun</p> <p>Sunday midnight</p>
6	<p><b>1) View</b> <i>C.S. Lewis: Beyond Narnia</i></p> <p><b>2) Read</b> C.S. Lewis <i>That Hideous Strength</i>, Preface and chapters 1-8</p>	<p>Discussion Board</p> <p>Reading Quiz 6</p>	<p>Thur/Sun</p> <p>Sunday midnight</p>
7	<p><b>Read</b> C.S. Lewis <i>That Hideous Strength</i>, Preface and chapters <b>9-17</b></p>	<p>Discussion Board</p> <p>Reading Quiz 7</p>	<p>Thur/Sun</p> <p>Sunday midnight</p>
8	<p><b>1) Read</b> Dorothy Sayers biography</p> <p><b>2) Read</b> Dorothy Sayers <i>The Nine Tailors</i></p>	<p>Research Essay</p> <p>Discussion Board</p> <p>Reading Quiz 8</p>	<p><b>SATURDAY Midnight</b></p> <p>Thur/Sun</p> <p><b>SATURDAY midnight</b></p>

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## SECTION 3: POLICIES & PROCEDURES

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This section covers policies related to academic integrity, accommodations, and University policies and procedures.

### **Christian Foundations of Academic Integrity**

*Biblical.* Regent University affirms the Biblical commandment of “thou shalt not steal” (Ex. 20:15). In the context of academic integrity, this must be understood in the larger framework of “love thy neighbor as thyself” (Matt. 22:39) as well as “render therefore unto Caesar what are Caesar’s; and unto God what are God’s” (Matt. 22:21). Paul writes from this framework of love and respect when he says, “Pay to all what is owed them: taxes to whom taxes are owed, revenue to whom revenue is owed, respect to whom respect is owed, honor to whom honor is owed” (Rom. 13:7). Each of these passages conveys the social obligation to respect the dignity of both the personhood and the property of those in society. Paul thus prescribes the biblical standard of honest, hard work as a key to respecting each other’s personhood and property. In his letter to the Ephesians, Paul even provides counsel to those who have committed theft, stating, “Let him labor, doing honest work with his own hands, so that he may have something to share with anyone in need” (4:28). As such, the God of the Bible mandates a higher life than the world requires, a life in which Christians participate in the love and dignity God holds for himself as Father, Son, and Spirit. Indeed, even as Christ honors and acknowledges the will of his Father and the works of his Spirit, so should Christians honor and acknowledge the wills and works of those that provide opportunities to edify their minds and hearts with the knowledge and wisdom of sound scholarship. In doing so, Christians follow the biblical precept of integrity that is founded on love and respect and enables them to learn both from one another and those outside the faith.

*Philosophical.* Regent University also affirms the necessity of recognizing the classical virtues when deriving a foundation for academic integrity, particularly the virtue of diligence. The virtues dictate that researchers should consider morality first. In other words, one’s sense of expediency must always follow from that which is right, not from that which is convenient. Cicero comments that, in order to act morally, individuals must act in a manner that prevents themselves from being placed in a position where they must choose between convenience and morality, or, stated differently, into a position where they “consider one thing to be right but not expedient, and another to be expedient but not right” (102). The virtues, therefore, require diligence in order to act morally upright—diligence to plan ahead, diligence to rationally consider the context of the moral situation, and diligence to act biblically not just ethically. For that which is ethical to the world is never necessarily moral before Christ. (Cicero, Marcus Tullius. *On Moral Obligations*. Trans. John Higginbotham. London: Faber and Faber LTD, 1967. Print.)

*Legal.* Finally, Regent University affirms the necessity of equipping students for the reality of functioning within a society bound by laws, including copyright laws. Paul speaks clearly about a Christian’s responsibility to abide by the laws of the land. He concludes that authority is ultimately from God, so believers must work within that God-ordained system (Rom. 13). Thus, in mastering the art and science of proper attribution of sources, students are participating in the Biblical tradition of exhibiting reverence for the divine institute of law as well as giving honor where honor is due.

### **Accommodations for Students with Disabilities**

The policy and intent of Regent University is to fully and completely comply with the Americans with Disabilities Act of 1990 (ADA), the Rehabilitation Act of 1973, and the Americans with Disabilities Amendments Act of 2008, to the extent that they apply to the university. Regent University will not discriminate against an otherwise qualified student with a disability in the admissions process, or any

academic activity or program, including student-oriented services. Regent University will provide reasonable accommodation to the known physical and mental limitations of a qualified individual with a disability, unless to do so would impose an undue hardship on the operation of the university, or unless it would fundamentally alter a degree or course requirement. Qualified students must request reasonable accommodations for disabilities through the Disability Services Coordinator in Student Services. [http://www.regent.edu/admin/stusrv/student\\_life/disabilities.cfm](http://www.regent.edu/admin/stusrv/student_life/disabilities.cfm)

### **University Policies and Procedures**

For information about student records, privacy, and other University policies and procedures, students are directed to the most recent version of the Student Handbook located at <http://www.regent.edu/admin/stusrv/docs/StudentHandbook.pdf>