

SUL ROSS STATE UNIVERSITY

English 2322.001: British Literature I

Dr. Sharon Hileman
Fall 2015
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Office hours: MWF 10-12, MTWT 2-4
Office: BAB 104 (Graduate Student Center)
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Course Description: This course is a survey of English literature covering the Anglo-Saxon period, the Middle Ages, the Renaissance, and the seventeenth and eighteenth centuries. Students will become familiar with authors, literary forms, and representative works from each period. Small group discussions, lectures, and film-viewing will be the usual class activities. The course will be web-enhanced through Blackboard.

Course Objectives:

- Students will be able to identify the major authors and works of English literature from 900 to 1800.
- Students will learn the characteristics of and be able to identify examples of these literary forms: epic, medieval romance, Renaissance drama, sonnet, metaphysical poetry, novel, satire, biography, life writing.
- Students will assess the influence of historical and cultural events on the formation of literary types and content.
- Students will learn how to conduct online and library research to obtain information about literary works studied in class.
- Students will share knowledge and opinions with classmates through online forums.

Assignments and Methods of Evaluations: Students will do reading assignments by the dates specified on the assignments schedule (attached). Writing assignments include exercises based on course readings; all exercises must be completed, but the lowest exercise grade will be dropped. There are three exams, which will have both objective and essay sections. The last exam is the final, which will include only the last section of material covered in the class.

Grading Percentages and Course Grades:

Exercises	40%	400 points
Exam 1	20%	200 points
Exam 2	20%	200 points
Final Exam	<u>20%</u>	<u>200 points</u>
	100%	1000 points

Points and grades correlation:

900-1000 points = A
800-899 points = B
700-799 points = C
600-699 points = D
500 and below = F

All specifications for exercise assignments will be distributed and discussed in class before their due dates. Late papers will be accepted for one week following the due date, but such assignments will be penalized one letter grade. Students who miss an examination because of a valid excuse (presented in writing) will have one week to make up the test. It is the student's responsibility to notify the instructor of any anticipated absence and to make arrangements with the instructor for a make-up.

Attendance: Class attendance is governed by the SRSU policy stated in the schedule of classes. In this TR class you can be dropped when you have accumulated six absences. Special arrangements will be made with students who miss class because of a school-sponsored event. Again, it is the student's responsibility to notify the instructor when such an absence occurs and to make arrangements with the instructor for a make-up of in-class work.

Texts:

The Norton Anthology of English Literature: The Major Authors, Vol. 1, 9th ed.



Tutoring Assistance (Face-to-Face and Online): Students will be able to receive assistance with any of the writing assignments from tutors in the Sul Ross Writing Center, which is located in MAB 102. You may contact the Center by phone at 837-8270 or through e-mail at writing@sulross.edu. It is usually open 9-5 Monday through Friday.

Online tutoring is provided through Smarthinking, which can be accessed through a link under Tools in Blackboard. You can submit a paper to a tutor through Smarthinking and receive feedback. This service is available 24/7. However, you need to submit the paper several days in advance of its due date for the tutor to have time to critique it and return it to you.

Disability Assistance: Any student needing **Disability Services** should contact **Counseling & Accessibility Services** in Ferguson Hall #112, 432-837-8203.

Program Learning Outcomes (for English majors):

Graduating students who majored in English will demonstrate that they can

1. Construct essays that demonstrate unity, organization, coherence, and development
2. Analyze literary works by applying principles of literary criticism or theory
3. Produce research papers that demonstrate the ability to locate a variety of acceptable sources, employ them effectively through quotations or paraphrases, integrate them smoothly into the writer's own prose, and document them correctly using MLA format
4. Demonstrate creativity or originality of thought in written or multimedia projects
5. Compare/contrast and analyze major works and periods within World, English, and American literature.

English 2322 Tentative Schedule of Assignments from 9th edition Fall 2015

Aug.	25	Introduction to course
	27	“Caedmon’s Hymn” (pp. 30-31); “The Dream of the Rood” (pp. 32—36)
Sept.	01	<i>Beowulf</i> (pp. 36—58)
	03	<i>Beowulf</i> (pp. 58—79)
	08	<i>Beowulf</i> (pp. 79—106)
	10	<i>Sir Gawain and the Green Knight</i> (Parts 1 and 2, pp. 135—160); <i>Beowulf</i> exercise due
	15	<i>Sir Gawain and the Green Knight</i> (Parts 3 and 4, pp. 160—178)
	17	<i>Canterbury Tales: General Prologue</i> [read modern English text online]
	22	<i>Canterbury Tales: The Miller’s Prologue and Tale</i> [read modern English text online]
	24	<i>Canterbury Tales: The Wife of Bath’s Prologue and Tale</i> [read modern English text online]; <i>Canterbury Tales</i> exercise due
	29	<i>Morte D’Arthur</i> (328—347);
Oct.	01	<i>The Book of Margery Kempe</i> (294-298); review for test
	06	Test 1
	08	<i>Dr. Faustus</i> (Scenes 1-6: 500—520)
	13	<i>Dr. Faustus</i> (Scenes 7—13: 520—535)
	15	<i>Astrophil and Stella</i> (Sonnet 1); Shakespeare’s sonnets 18, 29, 73, 116, 130, 138
	20	<i>Othello</i> (Acts I and II); Dr. Faustus exercise due
	22	<i>Othello</i> (Acts III and IV)
	27	<i>Othello</i> (Act V)
	29	Donne (pp. 666-672, 677-680, 691-692); Herbert (pp. 730-733); Herrick (p. 743); Marvell (pp. 750-752)
Nov.	03	<i>Paradise Lost</i> (Selections from Books 1, 2, 3, 4); <i>Othello</i> exercise due
	05	<i>Paradise Lost</i> (Selections from Books 8, 9, 10, 12); review for test
	10	Test 2
	12	“A Modest Proposal” (pp. 1199-1205); <i>Gulliver’s Travels Part 1</i> (pp. 1058-1100)

13 LAST DAY TO WITHDRAW FROM A COURSE WITH A "W"

17 *Gulliver's Travels Part 4* (pp. 1155—1199);

19 "The Rape of the Lock" (pp. 1227—1244)

24 *Marriage A-la-Mode* (pp. 1275-1282); Burney's *Journal and Letters* (pp. 1349-60) ***Gulliver's Travels* exercise due**

26 Thanksgiving Break

Dec. 01 "The Vanity of Human Wishes" (pp. 1283—1293); *The Life of Johnson*
(pp.1357—72); review for final

03 Dead Day

08 **Final Exam** 10:15 a.m.

Diagnostic writing

Please write on **ONE** question only. Write for about forty five minutes. There's plenty of time so use it. No grades will be given for this assessment. The idea here is to give me an idea of where you stand.

1. Discuss at length one thing that you could currently change about your life. What is it, how would you change it, why is it important and what does it all mean?
2. Discuss something that you have read that had a meaningful effect on your life. Say how and why it touched you. Do tell your reader, too, what it all means.
3. Using one piece of music, or one song, discuss the relevance and meaning of this piece of music or song. Feel free to say what it means to you as well as discussing its broader meaning.
4. Identify one significant problem in the world today. If you had the power, how would you solve this problem?

Diagnostic writing

Please write on **ONE** question only. Write for about forty five minutes. There's plenty of time so use it. No grades will be given for this assessment. The idea here is to give me an idea of where you stand.

1. Discuss at length one thing that you could currently change about your life. What is it, how would you change it, why is it important and what does it all mean?
2. Discuss something that you have read that had a meaningful effect on your life. Say how and why it touched you. Do tell your reader, too, what it all means.
3. Using One piece of music, or one song, discuss the relevance and meaning of this piece of music or song. Feel free to say what it means to you as well as discussing its broader meaning.
4. Democracy, as a meaningful, participatory system, is all but dead. Discuss.

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