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<b>Instructor:</b>	Dr. Audrey Taylor
<b>Office Hours:</b>	by appointment
<b>Office Location:</b>	Sul Ross RGC Eagle Pass Site; Room B105
<b>Telephone:</b>	830-758-5018
<b>Email Address:</b>	Audrey.taylor@sulross.edu
<b>Class Schedule:</b>	Th. 6:- 8:45 p.m.
<b>Classroom Location:</b>	Via Zoom
<b>Required Texts:</b>	<a href="https://web.ung.edu/media/university-press/Brit-Lit-l.pdf?t=1542406724004">https://web.ung.edu/media/university-press/Brit-Lit-l.pdf?t=1542406724004</a>

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## Section I. Introduction

This course introduces the student to British epic poetry, fiction, poetry, nonfiction and drama from the Anglo-Saxon period through the Restoration. It includes canonical and non-canonical writers.

### Section II. Course Design: Communication Infused

To be successful in college and beyond, many sources (e.g., Morreale & Pearson, 2008) indicate that communication competencies are essential. Sul Ross recognizes that the current generation of undergraduate university students should receive training to navigate a global world as competent communicators in various contexts and channels of communication.

Through our Quality Enhancement Plan (QEP) called *Compass*, Sul Ross aims to equip you to navigate excellence in the 21<sup>st</sup> century by developing your communication skills across multiple courses. This English Literature from Beowulf to 1800 course is designed to enhance your communication skills. Therefore, this course has the following QEP Student Learning Outcome:

### **Section III. QEP Student Learning Outcome**

QEP SLO: The student will create works that exhibit skill in prepared and purposeful communication (written, oral or visual).

### **Section IV. Course Objectives**

After taking it, students should be able to:

1. recognize styles of each period and author
2. discuss major ideas and works
3. respond to literature actively and constructively: decide what you think
4. understand how literary devices help set the tone of a piece and convey emotional meaning
5. understand how history affects form.

### **Section V. Student Learning Outcomes**

1. Student Learning Outcome #1 – Students will be able to construct documents that demonstrate coherence, development, organization, and appropriate/effective grammar, usage, and mechanics.
2. Student Learning Outcome #2 – Students will be able to analyze and interpret literary works by applying principles of critical thinking, literary criticism, or theoretical engagement.
3. Student Learning Outcome #3 – Students will be able to produce researched documents that demonstrate the ability to locate a variety of credible sources, employ them effectively through quotations and paraphrases, integrate them smoothly into the writer's own prose, and document them correctly using the style appropriate to the document.

## Section VI. Course Requirements and Grading

Requirement Assignment	Points	Due Date	Grading Scale
Quizzes/Class Participation	200	In-Class	Entire Course
Weekly Question	200	Thursday	A = 895-1000
Midterm Exam	200	9/24/20	B = 795-894
Paper/Project	200	10/29/20	C = 695-794
Final Paper (QEP Assignment)	200	12/3/20	D = 595-694
			F = < 595

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**Possible Points**

**1000**

## Section VII. Course Assignments

### Quizzes

These will check reading comprehension with simple questions about the assigned reading. They will be given randomly, in writing or orally, during class time. The only way to do well is to have done the assigned reading.

### Weekly Question due Thursday

Post question to appropriate Question link in Blackboard, and have it ready (typed out) for class.

Each week you will have one discussion question for class. These discussion questions will need to be more than a yes or no, or basic plot points, but instead should spark in-class discussions. Discussion questions should be accompanied by a relevant quote from the text. You do not need to answer the question, that is for your classmates to do.

### Paper/Project

To be developed with students. May contain a creative component, must contain a written component.

### Exam

The midterm will consist of short answer questions and essay questions. It will be "in-class" (i.e. in Zoom).

### Final Paper

You may take any work from our textbook that we have not done in class. A short summary of the work itself, how it fits into the time period and British literature as a whole, as well as a close analysis of some theme found throughout the work, to be determined by you. 3-4 pages double spaced. A draft of this will be turned in earlier in the semester.

## **Section VIII. Policies**

Research has shown that class attendance is an important factor in how well a student does, and how much material they retain (in other words, student success). For instance, Kassarnic et al. argue that “early and consistent class attendance strongly correlates with academic performance”. Due to the coronavirus pandemic I will not penalize you for not attending, HOWEVER, it is of vital importance that you attend when able, and consistently participate in class. You should treat our Zoom sessions as you would class: without outside distraction, with notepaper handy, our texts, and with electronics to the minimum required.

### **Late Papers/Assignments**

To pass the class you must successfully complete and turn in to me each assignment by the due date. If you fail to turn in even one assignment, you may earn an F for the course.

### **Grade Changes**

Please discuss your grades with me during the semester. There is no extra credit available once the class has finished, but to make up points you may re-do assignments within two weeks of their return. This does not apply to the final paper. Once the semester is over and I have entered grades into the system, however, I will not consider grade changes except where I have made a number miscalculation.

**SRSU Disability Services.** Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student’s responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU’s Accessibility Services Coordinator at 432-837-8203 (please leave a message and we’ll get back to you as soon as we can during working hours), or email [rebecca.wren@sulross.edu](mailto:rebecca.wren@sulross.edu). Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

**SRSU Distance Education Statement.** Students enrolled in distance education courses have equal access to the university’s academic support services, such as Smarthinking, library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students’ identities and to protect students’ information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic

honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

**Technical Support.** SRSU 24/7 Blackboard Technical Support: Toll Free: 888.837.6055.

Email: [blackboardsupport@sulross.edu](mailto:blackboardsupport@sulross.edu)

**SRSU Library Services.** The Sul Ross Library offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, [library.sulross.edu](http://library.sulross.edu). Off-campus access requires your LoboID and password. Check out materials using your photo ID. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or phone (432-837-8123).

## **Section XI. SRSU Safety Pledge - One University/One Community**

As a partner in each campus community, the faculty, staff, and students agree to the following statements in relation to the COVID-19 virus:

- I will wear a face covering, wash my hands, and disinfect my workspaces to protect others from the potential spread of this virus.
- I promise to follow social distancing guidelines as a way to mitigate the risk of transmission to others both professionally and personally.
- I will monitor my health and report any potential agree to follow the guidelines set forth in this document or as described by Sul Ross State University to protect the public health.
- I understand that my actions may impact the larger community and could affect my academic progress or professional attainment at Sul Ross State University.

Failing to meet these expectations may be subject to corrective action under university disciplinary policies. Changes or recommendations to the guidelines based on evolving guidance from federal, state, or local agencies will be communicated to the university community.

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**Distance Education Statement**

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

My goal is your success! I welcome all requests for phone or video conference appointments, and e-mailed questions.

## **Schedule (Subject to change!)**

Note that texts without page numbers will be provided on Blackboard

### Week 1

(8/27): Introduction to course and Anglo Saxon England

Assignment: *Beowulf* and *Sir Gawain and the Green Knight*

### Week 2

(9/3): 14th C.

Assignment: Margery Kempe *The Book of Margery Kempe*, Geoffrey Chaucer "The Miller's Prologue and Tale" (371-389)

### Week 3

(9/10): 15th C.

Assignment: Sir Thomas Malory *Morte Darthur* (561-565) Sir Thomas Moore *Utopia*: Book Two (630-670)

### Week 4

(9/17): 16th C.

Prepare for Midterm

### Week 5

(9/24): Midterm

Assignment: Sir Walter Raleigh "Nature, that washed her hands in milk" (1057)

Edmund Spenser "The First Booke of the Faerie Queen": Canto 1 (689-703)

Queen Elizabeth "Verses Written with a Diamond", "Speech to the House of Commons"

### Week 6

(10/1): 16th C.

Assignment: William Shakespeare Sonnet 2 (1177) and Sonnet 130 (1183), Shakespeare *Twelfth Night*, 1<sup>st</sup> Act  
Christopher Marlowe *Doctor Faustus* 1137-1151

### Week 7

(10/8): 17th C.

Assignment Ben Jonson *Volpone* Prologue- Act 3, John Webster *The Duchess of Malfi* Act 3

### Week 8

(10/15): 17th C.

Assignment: Aemilia Lanyer "Eve's Apology in Defense of Women", Donne "The Flea", "Elegy 16," "Elegy 19"

### Week 9

(10/22): 17th C.

Assignment: Paper/ Project

Assignment: Mary Wroth From *Pamphilia to Amphilanthus*, Margaret Cavendish From *The Description of a New World, Called the Blazing World* (1683-1711)



Week 10 Paper/ Project Due  
(10/29): Presentations and discussion  
Milton *Paradise Lost*, Book 1, “How Soon Hath Time”

Week 11:  
(11/5) 17th C. Discussion  
Assignment: Swift “A Modest Proposal,” (2651-2656) Swift “The Lady’s Dressing Room”, Lady Mary Wortley Montagu “The Reasons That Induced Dr. Swift to Write a Poem Called the Lady’s Dressing Room” (2821-2827)

Week 12:  
(11/12): 18th C.  
Assignment: Olaudah Equiano *The Interesting Narrative...* (2907-2969)

Week 13:  
(11/19): 18th C. Draft of Final Paper Due  
Assignment: Alexander Pope “Epistle 2: To a Lady,” Anne Ingram “An Epistle to Mr. Pope,” Thomas Gray “Ode on a Death of a Favorite Cat” and William Cowper *Book 1*

Week 14:  
(12/3) 18th C.  
Finish Final Paper

Week 15:  
(12/9): Final Paper Due by Wed. at Noon

