

Sul Ross State University

ENGL 3309 English Literature: *Beowulf* to 1800

Del Rio D01 CRN 11099 meets in Room 101

Eagle Pass T02 CRN 11100 meets in Room B114

Uvalde T03 CRN 11101 meets in Room B111

Professor: Dr. Sally Roche
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Contact: 830 703 4837 or email me
Where you can find me: Office hours are in Del Rio Faculty Building #213

M	T	W	Th
1-3 office hours	1-3 office hours	1-3 office hours	1-3 office hours
4:30-5:45 ENGL 3303 6:00-8:45 ENGL 3309	4:30-5:45 ENGL 3312	4:30-5:45 ENGL 3303	4:30-5:45 ENGL 3312

Course Description

I am excited to read and write about early British literature with you. I grew up in Australia, so my education tended to focus on British literature—Australia had been a colony of England. So when I decided to pursue a graduate degree here in the US, I focused on seventeenth-century British literature. Why? I loved John Milton's *Paradise Lost*—an epic (in all senses of the word) poem featuring the most psychologically rich demon I had ever encountered in literature. In English 3309, we will read about quite a few demons! We will closely and carefully read early English literature, including drama, poetry, and fiction. You will read the assigned literature, reflect on it, write weekly discussions that will prepare you for in-class conversations, written assignments, and presentations. You will refresh your understanding of how authors use literary elements, devices, and genres to communicate ideas. Please plan now to devote at least two hours per day for your reading and writing.

BA English Program Marketable Skills

1. Students will communicate effectively in writing and speaking.
2. Students will use different research strategies to address problems and develop ideas that engage a variety of perspectives.
3. Students will recognize how social and cultural contexts shape meaning and language.

SRSU English Program Student Learning Outcomes

SLO 1 – Students will be able to construct documents that demonstrate unity, organization, coherence, and development, and are grammatically correct.

SLO 2 – Students will be able to analyze and interpret literary works by applying principles of critical thinking, literary criticism, or theoretical engagement.

SLO 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.

English Language Arts and Reading 8-12 Educator Standards

Standard IV: English language arts teachers in grades 8-12 understand an extensive body of literature and literary genres and provide students with opportunities to read diverse forms of literature and to view literature as a source for exploring and interpreting human experiences.

Competency 006: The teacher understands literary elements, genres, and movements and demonstrates knowledge of a substantial body of literature.

Competency 007: The teacher understands strategies for reading literary texts and provides students with opportunities to formulate, express, and support responses to literature.

ENGL 3309 Student Learning Objectives

Students will be able to

- Describe early British literature
- explain how social and cultural contexts of early Britain shape ideas and themes
- analyze how British authors use literary elements and devices to communicate theme
- interpret early British literature

Course Text

British Literature: Middle Ages to the Eighteenth Century and Neoclassicism (find this electronic book in the ENGL 3309 Blackboard course menu at “Our ENGL 3309 Textbook”)

If you would like to have a print copy, please find options for buying the 4-volume set at the University of North Georgia Press at <https://ung.edu/university-press/books/brit-lit-anthology.php>

Assignments, Activities, Due Dates, and Grades

Assignment	Date Assignment is Due	% of Course Grade
Group Discussions (10)	Fridays	10
Journal entries (5)	Fridays (see schedule)	5
Class discussions notes (12)	Mondays	5
Handout on Literary Device	9/7	10
Test #1	9/21	10
Analysis Essay	10/12	10
Test #2	10/26	10
Group Presentations on contexts	11/16	10

ENGL 3309 Portfolio	11/30	10
Test #3 (Final exam—cumulative)	12/6	20
Total		100

Grading

A: 90 – 100

B: 80 – 89

C: 70 – 79

D: 60 – 69

F: 0 – 59

Course Policies

Scholastic Honesty

All work submitted must be your own and must be written exclusively for this class; the use of sources must be appropriately, correctly, and consistently documented. Quotations, paraphrases, or summaries that are not documented and the use of papers written by others constitute plagiarism.

Three different acts are considered plagiarism:

- (1) failing to cite quotations and borrowed ideas,
- (2) failing to enclose borrowed language in quotation marks, and
- (3) failing to put summaries and paraphrases in your own words.

A grade of “F” for the course is earned if the work exhibits any of these kinds of scholastic dishonesty.

Turning in Papers/Assignments

All assignments must be submitted to Blackboard unless otherwise notified.

Turning in Assignments on Time

If you do not submit assignments to Blackboard, they will be considered late. If you fail to turn in any assignments, even one, you may earn an F for the course. Assignments that are accepted late may not receive feedback.

If life gets in the way, please email me so that we can make a plan for your success.

Americans with Disabilities Act

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.

RGC students seeking accessibility services should contact Paulette Harris, Executive Assistant to the Vice President and Dean, at 830-279-3023 or email pharris@sulross.edu. Ms. Harris’s office is at 2623 Garner Field Road, Uvalde, TX 78801 (this is the mailing address too).

Alpine students seeking accessibility/accommodations services should contact Rebecca Greathouse Wren, LPC-S, SRSU’s Accessibility Services Coordinator at 432-837-8203 (please leave a message and they will get back to you as soon as they can during working hours), or email rebecca.wren@sulross.edu. Ms. Greathouse Wren’s

office is located on the first floor of Ferguson Hall (Suite 112), and the mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

Schedule

All readings are in the online book, *British Literature: Middle Ages to the Eighteenth Century and Neoclassicism*, (at Our ENGL 3309 Textbook link in Blackboard menu). The numbers in parentheses are pages, so (2907-2970) means pages 2907 through 2970.

Module 1: The Early Modern British World in Early Modern Narrative Writing: Autobiography, the Novel, and Satire

After completing the readings and activities of Module 1, you should be able to:

- relate Neoclassical literature to the rise of reason and science
- analyze the changing relationship of authors to their readers, or audience
- describe characteristic features of the novel as genre
- compare the novel as genre to Elizabethan and Seventeenth Century poetry and drama

Reading

- Daniel Defoe Moll Flanders (2275-2479) [plague context] *Journal of the Plague Year* -- See video in Module 1 folder for background context https://youtu.be/f25I29Qe_4I
- Olaudah Equiano from *The Interesting Narrative of the Life of Olaudah Equiano: Or, Gustavus Vassa, the African* in (2907-2970)
- Aphra Behn *Oroonoko* (2126-2173)
- Jonathan Swift "A Modest Proposal" (2651-2657)

Module 2: The Epic Poem and the Lyric during an Age of Revolution in Science, Ideas, Literature, and Politics

After completing the readings and activities of this module, you should be able to:

After reading this chapter, you will be able to:

- analyze the causes for the English Civil War (Parliamentarians opposed the Royalists)
- analyze the religious conflicts that led to the Glorious Revolution of 1688
- explain how Marvell reinvents Petrarchan poetry
- describe the growth of knowledge and reason as sources of individual authority and individual rights
- compare Metaphysical poetry with Elizabethan poetry

Reading:

- John Milton, lines from *Paradise Lost* (1727-1736)
- Andrew Marvell "To His Coy Mistress" and "The Garden" (1665-1669)
- Anne Finch's poetry (2480-2485)
- William Shakespeare's sonnets: 18, 23, 55, 87, 130 (1174-1183)

- John Donne's metaphysical poems and sonnets: "The Sun Rising" (1422), "The Flea" (1425), "A Valediction: Forbidding Mourning" (1426), Holy Sonnet 10 (1428)

Module 3: English National Identity in Poetry and Narrative

After completing this module, you should be able to:

- describe the reasons for the Reformation in England
- describe new English Identity
- describe the shift in language from Latin or French to native English for literary writing, leading to Chaucer's use of English when composing his works;
- Analyze the causes for the growth of literature in vernacular, or native, English
- Analyze the influence of classical and Italian literature on the English sonnet

Reading:

- Thomas Wyatt poems: "The Long Love that in My Thought Doth Harbor" (671), "Whoso List to Hunt" (672), "They Flee from Me" (674)
- Queen Elizabeth's poems (682-686)
- Thomas More *Utopia* (604-670)
- Chaucer tba

Module 4: from Morality Plays to Elizabethan Drama

After completing this module, you should be able to:

- describe the influence of Christian culture on literature
- analyze blank verse in Elizabethan drama
- analyze allegory in drama
- Analyze the influence of classical literature on English drama

Reading:

- Christopher Marlowe *The Tragical History of Doctor Faustus* (1115-1174)
- *Everyman* (566-596)

Module 5: Anglo-Saxon Epics and Lyrics

After completing this module, you should be able to:

- analyze the ways that Anglo-Saxon literature assimilated Christian themes;
- compare Middle English lyrics with later British poetry
- explain the effects of alliterative verse;
- compare Anglo Saxon elegiac poetry and metaphysical poetry;

Reading:

- Listen to and read Seamus Heaney's reading of *Beowulf* (Module folder); you can buy a copy of this priceless treasure of a translation for \$2.00 and up at Amazon or Half Price Books.
- Read "The Wanderer" (101-102); "The Wife's Lament" (103-104)

SCHEDULE FOR FALL 2021 ENGL 3309
AUGUST 23 – DECEMBER 10

Week	Module	Activities & Assignments All due dates @ 11:00 pm Assignments may be submitted early
Week 1 8/23	Start here Attend class 8/23	Group discussion: introductions due 8/24
Week 1 8/24 – 8/28	Module 1 Early Modern Narrative Writing	Group discussion on Daniel Defoe due 8/27
Week 2 8/30 – 9/4	Module 1 Early Modern Narrative Writing	Class discussion notes due 8/30 Group discussion on Olaudah Equiano due 9/3
Week 3 9/6 – 9/11	Module 1 Early Modern Narrative Writing	Class discussion notes due 9/6 Handout on Literary Devices 9/7 Group discussion on Aphra Behn due 9/10
Week 4 9/13 – 9/17 No Class Meeting	Module 1 Early Modern Narrative Writing	Journal entry on Jonathan Swift due 9/17
Week 5 9/20 – 9/21	Module 2: The Epic Poem and the Lyric during an Age of Revolution in Science, Ideas, Literature, and Politics	Class discussion notes due 9/20 Test #1 due 9/21
Week 5 cont. 9/22 – 9/24	Module 2: The Epic Poem and the Lyric	Journal entry on Milton's <i>PL</i> due 9/24
Week 6 9/27 – 10/2	Module 2: The Epic Poem and the Lyric	Class discussion notes (Milton) due 9/27 Group discussion on Marvell's, Finch's & Shakespeare's poems due 10/1
Week 7 10/4- 10/9	Module 2: The Epic Poem and the Lyric	Class discussion notes due 10/4 Group discussion of Donne's poetry due 10/8
Week 8 10/11 – 10/12	Module 2: The Epic Poem and the Lyric	Class discussion notes due 10/11 Analysis Essay due 10/12
Week 8 cont. 10/13 – 10/16	Module 2: The Epic Poem and the Lyric	Journal entry on Wyatt's and Queen Elizabeth's poetry due 10/15

Week 9 10/18 – 10/23	Module 3: English National Identity in Poetry and Narrative	Class discussion notes due 10/18 Group discussion on More's <i>Utopia</i> due 10/22
Week 10 10/25 -10/26	Module 3: English National Identity in Poetry and Narrative	Class discussion notes due 10/25 Test #2 due 10/26
Week 10 cont. 10/27 – 10/30	Module 4: from Morality Plays to Elizabethan Drama	Journal entry on Marlowe's <i>Doctor Faustus</i> due 10/29
Week 11 11/1 – 11/6	Module 4: from Morality Plays to Elizabethan Drama	Class discussion notes due 11/1 Group discussion of <i>Everyman</i> due 11/5
Week 12 11/8 – 11/13	Module 4: from Morality Plays to Elizabethan Drama	Class discussion notes due 11/8
Week 12 cont. 11/9 – 11/13	Module 5: Anglo-Saxon Epics and Lyrics	Journal entry on <i>Beowulf</i> due 11/12
Week 13 11/15 – 11/20	Module 5: Anglo-Saxon Epics and Lyrics	Class discussion notes due 11/15 Group Presentations on Contexts due 11/16 Group discussion on <i>Beowulf</i> due 11/19
Week 14 11/22 – 11/23	Module 5: Anglo-Saxon Epics and Lyrics	Happy Thanksgiving
Week 15 11/29 – 12/4	Module 5: Anglo-Saxon Epics and Lyrics	Class discussion notes due 11/29 Portfolio due 11/30 Group discussion of "The Wanderer" and "The Wife's Lament" due 12/3
Final Exam 12/6		Test #3 (Final Exam) due 12/6