

Sul Ross State University

ENGL 3309 English Literature: *Beowulf* to 1800

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Course Description

I am excited to read and write about early British literature with you. As a graduate student, 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 psychologically rich demon Satan. 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. We will read the assigned literature, reflect on it, write in class about it, and write analyses of that literature. We will refresh our 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.

Engaging in Course Activities

This class is delivered remotely using Blackboard. Therefore, you will be using devices to connect. You will be required to use texts posted to Blackboard and to post in-class assignments to Blackboard. Sometimes cell phones and tablets do not work. If you want to succeed, you should use laptop or desktop computers to participate in class. If you do not have effectively working computers, do what you can to access one. I cannot resolve individual students' technology difficulties. For help, contact the SRSU tech help:

Do you have an **Online Support Desk (SRSU Blackboard)** issue or an **LTAC (all other SRSU technology)** issue?

Who should I contact?

<p>Online Support Desk</p> <p>☎ 888.837.6055 ✉ blackboardsupport@sulross.edu</p> <p>Available: 24/7</p> <ul style="list-style-type: none"> • Logging into Blackboard • Questions about Blackboard tools/software • Trouble with tests/quizzes/assignments • Error messages on Blackboard • Online course video problems 	<p>Lobo Technology Assistance Center (LTAC)</p> <p>☎ 432.837.8888 ✉ ltac@sulross.edu</p> <p>Available: Monday-Friday 8 a.m. - 5 p.m.</p> <ul style="list-style-type: none"> • Logging into your mySRSU/Banner/SRSU email • Campus computer, computer lab, or campus Wi-Fi issues • Security concerns with your SRSU or VPN account • Questions about Office 365 or OneDrive
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ENGL 3309 Student Learning Objectives

Students will be able to

- communicate meanings of early British literary works
- explain how social and cultural contexts of early Britain shape ideas and themes
- analyze how British authors use literary elements and devices to communicate them
- recognize and identify early British literary works and authors

Course Texts

- *British Literature: Middle Ages to the Eighteenth Century and Neoclassicism* on Blackboard (print copy available at University of North Georgia Press -- <https://ung.edu/university-press/books/brit-lit-anthology.php>)
- Seamus Heaney *Beowulf* on Blackboard
- Other readings on Blackboard

Assignment	Date Assignment is Due	% of Course Grade
In-class writing	Tuesdays at 6:00	20
In-class response to Heaney's <i>Beowulf</i>	9/19	20
In-class analysis of Chaucer's narrative	10/17	20
In-class analysis of poetry	11/7	20
In-class cumulative Final Exam	12/12	10
ENGL 3309 Notebook	9/12, 10/10, 12/5	10 (12/5)
	1 st 2 grades are C/I	
Total		100

Grading

- A: 90 – 100
 B: 80 – 89
 C: 70 – 79
 D: 60 – 69
 F: 0 – 59

Course Assignments

All assignments except the ENGL 3309 Notebook will be first-draft writing completed in class—I will consider the nature of first-draft writing when I evaluate your documents.

In-class writing

At the beginning of ten classes, you will write a response to a prompt on the assigned readings that I give you at 6:00. You will have ten minutes to write and submit. No make-ups.

In-class response to Heaney's *Beowulf*

I will provide a prompt about *Beowulf* to which you will respond. You will have 45 minutes to write your analysis.

In-class analysis of Chaucer's framed narrative

I will provide a prompt about Chaucer's *Canterbury Tales* that we have discussed in class to which you will respond. You will have 45 minutes to write your analysis.

In-class analysis of poetry

I will provide a prompt about 17th century poetry we discussed in class to which you will respond. You will have 45 minutes to write your analysis.

In-class cumulative Final Exam

The final exam will be a two-hour exam covering the course readings. Your ENGL 3309 Notebook should help you review and prepare for this exam. You will write it in class.

ENGL 3309 Notebook

See assignment handout. This notebook will be a record of content you learned in ENGL 3309—use it to prepare for final exam and, if you seek teacher certification, the TExES exam.

Schedule

Week	Subject Matter Assigned readings should be completed before class, and you must bring the readings to class—for this class you must have a computer to access Blackboard.
1—8/29	Introductions ENGL 3309 Notebook Poetry: forms and genres; how to read poetry Anglo-Saxon epic poetry, elegiac verse, alliterative verse Perspectives on <i>Beowulf</i> Seamus Heaney his work on <i>Beowulf</i> translation <i>Beowulf</i> (for next class, read lines 1-835 or further)
2—9/5	Anglo-Saxon Epics and Lyrics Reading Anglo-Saxon alliterative elegy: alliteration, sound qualities, the Anglo-Saxon poetic line, literary devices: kennings, epithets, caesura and enjambment Your reading: <i>Beowulf</i> (come to class having completely read lines 1-835)
3—9/12 ENGL 3309 Notebook due	Anglo-Saxon Epics and Lyrics Your reading: <i>Beowulf</i> (lines 836-2199)
4—9/19 In-class response to Heaney's <i>Beowulf</i>	Anglo-Saxon Epics and Lyrics Your reading: <i>Beowulf</i> (lines 2200-3182) "The Wanderer" and "The Wife's Lament" (read pdf on Blackboard)
5—9/26	Morality Plays to Elizabethan Drama <ul style="list-style-type: none"> • Drama: forms and genres; how to read drama • influence of Christian culture on literature • allegory in drama Your reading: <i>Everyman</i> (566-596)
6—10/3	Morality Plays to Elizabethan Drama <ul style="list-style-type: none"> • blank verse in Elizabethan drama

	<ul style="list-style-type: none"> influence of classical literature on English drama <p>Your reading: Christopher Marlowe <i>The Tragical History of Doctor Faustus</i> (1115-1174)</p>
<p>7—10/10</p> <p>ENGL 3309 Notebook due</p>	<p>English National Identity in Poetry and Narrative</p> <ul style="list-style-type: none"> Reformation in England new English Identity shift in language from Latin or French to native English for literary writing leading to Chaucer's choice of English over Latin (or French) Introduction to Middle English and Michael Murphy's translations Chaucer's <i>The Canterbury Tales</i> <p>Your reading: "The Wife of Bath's Tale" (Read Michael Murphy's edition in Blackboard)</p>
<p>8—10/17</p> <p>In-class analysis of narrative poetry</p>	<p>English National Identity in Poetry and Narrative</p> <ul style="list-style-type: none"> influence of classical and Italian literature on the English sonnet growth of literature in vernacular, or native, English the sonnet becomes English review of poetic forms and genres; how to read poetry literary devices <p>Your 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)</p>
<p>9—10/24</p>	<p>Age of Revolution in Science, Ideas, Literature, and Politics</p> <ul style="list-style-type: none"> causes for the English Civil War (Parliamentarians opposed the Royalists) religious conflicts that led to the Glorious Revolution of 1688 <p>Your reading: 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) George Herbert's poems "Easter-wings," "Jordan," "Church-monuments," "The Collar," "The Pulley."</p>
<p>10—10/31</p>	<p>Age of Revolution in Science, Ideas, Literature, and Politics</p> <ul style="list-style-type: none"> growth of knowledge and reason as sources of individual authority and individual rights Metaphysical poetry compared to Elizabethan poetry <p>Your Reading: John Milton, lines from <i>Paradise Lost</i> (1727-1736)</p>

<p>11—11/7 In-class analysis of poetry</p>	<p>Age of Revolution in Science, Ideas, Literature, and Politics</p> <ul style="list-style-type: none"> • Marvell reinvents Petrarchan poetry • <i>carpe diem</i> tradition in England, Europe, and the United States <p>Your reading: Andrew Marvell “To His Coy Mistress” and “The Garden” (1665-1669), Robert Herrick “To the Virgins . . .” and other <i>carpe diem</i> poems posted to Blackboard</p> <p>Classicist poets: Anne Finch’s poetry (2480-2485); Sir Philip Sidney’s “Loving in truth, and fain in verse my love to show” and “It is most true that eyes are formed to serve”</p>
<p>12—11/14</p>	<p>Early Modern Narrative Writing</p> <ul style="list-style-type: none"> • Narrative: forms and genres; how to read narratives • Literary devices of narrative fiction and non-fiction • Neoclassical literature and the rise of reason and science • the changing relationship of authors to their readers, or audience • characteristic features of the novel as genre <p>Your reading: Olaudah Equiano from <i>The Interesting Narrative of the Life of Olaudah Equiano: Or, Gustavus Vassa, the African</i> in (2907-2970)</p>
<p>13—11/21</p>	<p>Early Modern Narrative Writing</p> <p>Your reading: Aphra Behn <i>Oroonoko</i> (2126-2173)</p>
<p>14—11/28</p>	<p>Early Modern Narrative Writing</p> <p>Satire</p> <p>Your reading:</p> <ul style="list-style-type: none"> • Aphra Behn <i>Oroonoko</i> (2126-2173) • Jonathan Swift “A Modest Proposal” (2651-2657)
<p>15—12/5 ENGL 3309 Notebook due</p>	<p>Review</p>
<p>Final Exams 12/12 In-class cumulative Final Exam</p>	

Course Policies and Information

Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for

another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Students should also avoid using open AI sources *unless permission is expressly given* for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

ADA Statement

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the 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 Mrs. Mary Schwartz Grisham, LPC, SRSU's Accessibility Services Director at 432-837-8203 or email mschwartz@sulross.edu. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, 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 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 a secure login. 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. Directions for filing a student complaint are located in the student handbook.

Libraries

The Bryan Wildenthal Memorial Library in Alpine 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/. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting library.sulross.edu/find-and-borrow/texshare/ or ask a librarian by emailing srsulibrary@sulross.edu.

New for Fall 2023: Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL) and ScanIt to get materials delivered to you at home or via email.

Outcomes and Educator Standards

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.

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.