Description:
“Survey of major authors and literary movements/paradigms in British literature from the Anglo-Saxon period through the 18th century. Prerequisite: six semester hours of freshman English.” General Bulletin, 2012-2013.

ENGL 2322 "British Literature to 1800" (3 credits) typically meets three times each week in 50-minute segments or twice each week in 75-minute segments for 15 weeks, and also meets for a 2-hour final examination. Students are expected to complete reading assignments, consisting mainly of primary materials, prior to every class meeting. Completion and comprehension of the readings is assessed regularly through quizzes and in-class activities, as well as through a midterm and final exam. Students are required to make a major class presentation in which they interpret key elements of the literature and to write 1 literary analysis paper. These activities average at a minimum 3-6 hours of work each week to prepare outside of classroom hours.

General Education Core Curriculum Objectives:
In any given semester, one or more of the following Core Curriculum Objectives for the English Foundational Component Area in Language, Philosophy, and Culture may be assessed. These objectives are:
1. Critical Thinking: Creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
2. Communication Skills: Effective development, interpretation and expression of ideas through written, oral and visual communication.
4. Personal Responsibility: The ability to connect choices, actions and consequences to ethical decision-making.

English Program Learning Outcomes:
As English majors and minors are required to take two courses of sophomore-level literature (inclusive of ENG 211, 212, 221, 222, 229, 230 or 233H), the following additional Program Objectives are also assessed:
1. The student will demonstrate the ability to read complex texts, closely and accurately (this correlates to the Core objective of Critical Thinking).

2. The student will demonstrate the ability to comprehend both traditional and contemporary schools/methods of critical theory and apply them to literary texts to generate relevant interpretations. (Demonstration includes the student’s ability to add to meaningful discourse, in oral communication and written communication; this correlates to the Core’s Communication objective).

3. The student will demonstrate knowledge of literary history in regard to particular periods of world literature; the student will further understand how human interactions, decisions, and actions carry with them consequences. (Knowledge of literary history entails competence in cultural considerations as well as understanding of how social and civic responsibilities impact diverse communications; this correlates to the Core objectives of Social and Personal Responsibilities).

4. The student will demonstrate the ability to effectively conduct literary research. (This objective correlates to the Core objectives of Communication and Critical Thinking).

5. The student will demonstrate the ability to write clear, grammatically correct prose for a variety of purposes in regards to literary analysis. (This objective correlates to the Core objective of Communication).

**Student Learning Outcomes for ENG 221:**

By the end of the course, students should be able to:

1. Exhibit an understanding of and appreciation for key works in British literature, as evidenced in daily work and quizzes, course discussions, written assignments, and/or examinations (this outcome aligns to the Core objective of Critical Thinking and Communication);

2. Students will demonstrate an understanding of periodization in British literature, as evidenced in daily work and quizzes, course discussions, written assignments, and/or examinations. Periodization is not merely an historical consideration, as defined by events, persons, or dates; students will demonstrate an understanding that historical, cultural, spiritual, and ethical issues, among others, shape human experiences and impact motivations (this outcome aligns to the Core objective of Critical Thinking and Communication as well as Personal Responsibility and Social Responsibility);

3. Students will read literature with increased critical acumen, as evidenced in daily discussions of readings and in responsive essays (this outcome aligns to the Core objective of Critical Thinking and Communication); and

4. Students will be able to respond to literature with facility, both orally and on paper, on important thematic considerations having to do with literary and historical milieu, culture, human responsibility, morality, ethics, and the manner and causes by which humans interact with one another (this outcome aligns to the Core objective of Social Responsibility and Personal Responsibility).


Note that these texts are required, and it is further required that you bring the relevant volume to class with you every time that we meet (except for the days of the midterm and final).

**Attendance/Schedule:**
We will meet class on the WISD schedule, and all WHS attendance policies apply. Your regular attendance is essential to your success; class discussions are organic and cannot be replicated. Absence from class will necessarily mean that you miss valuable information and will consequently be at a disadvantage when writing your essays. I am well acquainted with the busy, involved life of the average advanced student and do not anticipate you to be much different from students in the past; however, it is imperative that you try to be here as much as possible. Please do not schedule appointments during your class time, and if you know that you are going to be out, please make arrangements for your absence in advance. I do not punish students for missing class due to other school involvement; however, be aware that your grade will reflect the fact that you frequently miss instruction. If you absolutely must miss class, it is your job to schedule a time to make up missed work. It is not my responsibility to remind you to make up your assignments. If you need to come in to make up an assignment, please make an arrangement to come in at a time that is convenient; however, understand that you may not be able to make up all assignments. If, for instance, you are absent on the day a reading quiz is given, or on the day of a peer edit, you will receive a zero for that assignment. I am available by appointment from 3:00-4:00 and during lunch for tutorials and for make-ups. My conference is during sixth period, and I can be found in the library most any time of day. Please make every effort to make up assignments and to get help during these times.

**Course Requirements:** As noted before, this course is a fast-moving survey that requires your commitment to steady reading. Your reading of each day’s assignment will be explicitly tested during practically every session in some manner, whether through quizzes, written responses, or through course discussions.

Grades will be computed in the following fashion:
- Quizzes and daily work: 15%
- Essays: 10% each, x 4, to equal 40%
- Midterm exam: 20%
- Final exam: 25%

Your running points/grade will be available on D2L (http://d2l.sfasu.edu); please advise me ASAP if you see anything that seems amiss. The final course grade will depend on the points earned.

More information on the essays will be forthcoming. Essays will be graded both on substance (quality and accuracy of ideas) as well as expression (tone, style, syntax). Exams will include short answer and essay formats.

**Grade Criteria and Policy:**

**Grading Standard:**

A: 90-100: Students earning the grade of an A on any assignment will have completed work that obviously demonstrates a more than average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of an A is reserved for that work which expertly
displays one’s ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate such dialogue into clear, academic prose that is free of stigmatized errors.

B: 80-89: Students earning the grade of a B on any assignment will have completed work that demonstrates a more than average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a B is reserved for that work which adeptly displays one’s ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate such dialogue into clear, academic prose that is free of stigmatized errors. However, the level of thought, while still above average, may fluctuate in terms of analytic abilities and expression.

C: 70-79: Students earning the grade of a C on any assignment will have completed work that demonstrates an average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a C is reserved for that work which displays one’s ability to engage the ideas at hand (more so through summary and response rather than analysis), recognize and dialogue about the complications of such ideas (however, the complications recognized will focus more on surface level issues rather than the greater whole), and translate such dialogue into clear, academic prose that is free of stigmatized errors. As can be seen from this description, the level of thought will be acceptable and display that a student has read the assignment, but his/her analytic abilities and level of expression will not be nearly as complicated nor developed. Instead, C work will display a student’s hold to traditional methods of expression (simpler construction of sentence and paragraph development) and a struggle to develop complex, critical thinking skills.

D: 60-69: Students earning the grade of a D on any assignment will have completed work that demonstrates a below average understanding of course material and a lack of completion of all aspects and requirements of the assignment. The grade of a D is reserved for that work which displays one’s struggle or refusal to engage the ideas at hand, simply summarizes the work under study with no actual recognition of or dialogue about the complications of such ideas, and the translation of ideas into writing is completed in such a convoluted manner that the audience will have difficulty following the conversation.

F: 0-59: Students earning the grade of a F on any assignment will either not have completed the assignment, will have completed the assignment but not followed the guidelines, or will have completed the assignment and demonstrated a complete misunderstanding of the course material. In this case, it will be obvious that the student has either not completed the required reading and/or given him/herself enough time to develop the work. The grade of a F is reserved for that work which does not engage the issues at hand, offers a base (not complete) summary of the work at hand with no critical engagement, and the translation of ideas into writing is either incomplete or the audience will be unable to follow the conversation. It is important to remember that a student can receive 0 out of 100 points. In the case that a student only partially completes an assignment or completes a work (in terms of page length, but not purpose) s/he may receive 0 points.
Attendance: The attendance policy for this course is the official SFASU policy as stated at http://www.sfasu.edu/policies/class_attendance_excused_abs.asp; i.e., regular and punctual attendance is expected for all classes, laboratories, and other activities for which a student is registered. Valid excuses are limited to health, religious observation, family emergencies, and participation in certain SFASU-sponsored events. Students are responsible for providing written documentation for EVERY absence, from which a decision will be made regarding the absence’s excusability. Without written documentation, the absence will automatically be considered unexcused. Students with acceptable excuses may be permitted to make up work for absences to a maximum of three weeks of a semester when the nature of the work missed permits. However, no absences beyond the six that may be excused will be excused, and no student shall be allowed to pass the course whose unexcused absences exceed three (3)—this is not a correspondence course! Whether an absence is excused or unexcused, or in the case of a late add, a student is still responsible for all course content and assignments. Note also that you must turn in all essays and take both exams to pass the course. **Note regarding make-up and late work: Make-up tests and quizzes (which will be given only in the case of excused absences) must be taken during my office hours on your own initiative within one week of the absence, and they will be more challenging than the original versions. Late essays will lose one letter grade per business day of lateness. I will not accept the submission of material via e-mail without prior approval.

Acceptable Student Behavior: Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic, or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance available to help SFA students succeed.

Academic Integrity (A-9.1): Academic integrity is the responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways, including instruction on the components of academic honesty as well as abiding by university policy on penalties for cheating and plagiarism. Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit. Please read the complete policy at:
Withheld Grades Policy: (A-54): The following is taken from SFASU’s Policy Manual (2012), “Semester Grades Policy” (A-54). At the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Students with Disabilities: To obtain disability-related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/. ****This schedule and content will vary from instructor to instructor; this should be regarded as an example only:

Schedule of Readings/Topics:

Note: Always read the biographical and/or topical introduction(s) to the assigned material along with the literary text. Quiz and test material may come from this editorial material as well as from the primary text, although the primary text is the privileged material.

Week One
Introduction to the course and course policies
Anglo-Saxon period background
“The Epic Warrior”
Beowulf
(NB: Discussion of Middle Ages culture and belief systems will contribute to meeting the CORE objective on Social Responsibility [esp. intercultural competence]).

Week Two
Beowulf, continued
(NB: Beowulf contributed to the CORE objective of Personal Responsibility)

Week Three
“The Power of Faith”
from The Ecclesiastical History of the English People
“Caedmon’s Hymn”
“The Dream of the Rood” - Venerable Bede
Week Four
“The Development of English”
From *The Canterbury Tales*- Geoffrey Chaucer
   “General Prologue”
   “The Wife of Bath’s Tale”
   “The Pardoner’s Tale”
   “The Knight’s Tale”
(NB: Discussions of Chaucer’s Tales contribute to meeting the CORE objectives on Personal Responsibility and Social Responsibility)

Week Five
Chaucer, continued.

Week Six
“The World of Romance”
Selections from *Sir Gawain and the Green Knight*
Selections from *Le Morte d’Arthur*
“The Ballad Tradition”
   “Bonny Barbara Allan”
   “Get Up and Bar the Door”
(NB: The readings and subsequent discussions contribute to meeting the CORE objectives on Personal Responsibility and Social Responsibility).

MID TERM EXAM

Week Seven
*Humanists and Courtiers*
“The English Renaissance”
   “On Monsieur’s Departure”
   “Speech to the Troops at Tilbury”- Elizabeth I
(NB: The discussions and readings will contribute to meeting the CORE objective on Social Responsibility and Personal Responsibility).

Week Eight
*Sonnets/ Petrarch*
Edmund Spenser- Sonnet #30, #75
Sir Phillip Sidney- from *Astrophil and Stella*
William Shakespeare- Sonnet 29, #73, #116, #130
Compose original sonnets
(NB: The discussions and readings will contribute to meeting the CORE objective on Social Responsibility and Personal Responsibility; additionally, the sonnet assignment will contribute to meeting the CORE objectives on Critical Thinking and Communication Skills).

**Week Nine**
Christopher Marlowe- “The Passionate Shepherd to His Love”
Sir Walter Raleigh- “The Nymph’s Reply to the Shepherd”
Rules/ standards on Elizabethan meter and verse
(NB: The discussions and readings will contribute to meeting the CORE objective on Social Responsibility and Personal Responsibility).

**Week Ten**
Shakespeare
“A Bard for the Ages”
Soliloquy from *Hamlet*
“Our revels are now ended…” passage from *The Tempest*
Select poetry

**Week Eleven**
*Macbeth*
(NB: Discussions of readings contribute to CORE objectives on Critical Thinking, Personal Responsibility, and Social Responsibility).

**Week Twelve**
*The Taming of the Shrew*
(NB: Discussions of readings contribute to CORE objectives on Critical Thinking, Personal Responsibility, and Social Responsibility).

**Week Thirteen**
*Cavalier Poets*
John Donne- select poetry
Ben Jonson- select poetry
Andrew Marvell- select poetry
(NB: The discussions and readings will contribute to meeting the CORE objective on Social Responsibility and Personal Responsibility).

**Week Fourteen**
John Milton
Select poetry
*Paradise Lost*
(NB: The discussions and readings will contribute to meeting the CORE objective on Social Responsibility and Personal Responsibility).

**Week Fifteen**

**FINAL EXAM**

(NB: The final will contribute to meeting the CORE objectives on Critical Thinking and Communication Skills).