Course Description
According to the SFA General Bulletin, English 221 is a “survey of major authors and literary movements/paradigms in British literature from the Anglo-Saxon period through the eighteenth century. Prerequisites: six semester hours of freshman English.”
As a broad historical survey, this class focuses on the evolution of literary genres, a variety of exemplary texts, and the interrelatedness of literature and culture. Due to the scope of this survey, our readings represent highlights of various periods rather than a thorough examination of any one era or genre.

We will consider three major periods:
1. The Medieval Period (or Middle Ages), from about 700 to 1485
2. The Renaissance and Early Seventeenth Century (or the Early Modern Period), from 1485-1660
3. The Restoration and the “Long” Eighteenth Century, from 1660-1800

A major theme that we will consider across all readings is that of Identity. How does the literature we read represent the individual within the context of his or her culture? Identity involves not only gender but age, nationality, race, and social class; occupation, political allegiance, and religious affiliation; spirituality, family, and personality traits. A second theme we will consider is that of Disguise, the masking of identity.

In terms of workload, this course will involve a substantial amount of reading and a moderate amount of writing. You will have reading assignments every week. Be sure that you budget plenty of time for reading on a regular basis outside of class. I will monitor the accomplishment of reading assignments through quizzes and discussion boards.
Required Texts


Assignments
Course assignments and exams will be weighted in this way:

- **Quizzes** (7) - 30%
- **Discussion Posts** (9) - 30%;
- **Discussion Replies** (9) - 10%
- **Paradise Lost** Character Analysis Essay – 15%
- **Bold Stroke** Casting and Scene Adaptation – 15%

Quizzes
Quizzes are designed to monitor your reading progress and attentiveness to online materials, handouts, and lectures. Quizzes may address any material covered in the primary texts and course materials.

Discussion and Replies
You are required to participate in weekly discussions on D2L. These discussions will take the place of classroom discussion and, as such, will require you to articulate detailed responses. Each discussion will include multiple questions and will contain other instructions, such as requirements for including quotes or meeting a particular length. The writing style for the discussions is less formal, more conversational, than an essay, but discussion posts should be written in complete sentences without spelling errors. Strive for clarity, detail, and insightfulness. Note that you can edit a discussion post even after you have posted it.

For each discussion, you will start your own thread in which you compose and post directly to the discussion topic. If the discussion topic contains multiple questions, you should number your answers within your post. In addition to your own post, you are required to write at least one reply to a post from one of your peers. Both your threads and your replies should demonstrate that you have read the text closely and thoughtfully. You will receive two grades for each discussion: one for your main discussion thread and one for your reply. You only have to post one reply, but your reply must engage with your peer’s comments in a thoughtful manner. Of course, you can reply to more than one person’s post if you like.

Paradise Lost Character Analysis
This assignment consists of 3 ½ - 4 page literary analysis analyzing Satan, Eve, or Adam from John Milton’s *Paradise Lost* (Books 1, 4, and 9). There is also an option to do a comic strip or video with a reflection essay. A separate assignment sheet provides details for all of this.

Bold Stroke Casting and Scene Adaptation
This assignment consists of slide show combining visual images and text to describe a plan for adapting and casting the play, as well as a detailed description of one key scene. A separate assignment sheet provides details for all of this.
Grading
The final grade for this course is based on your overall percentage average. For discussions and papers, I calculate grades on a 100 point scale. For quizzes, the point totals may vary, but d2l converts the score to a percentage of 100. According to university policy, your final grade for the course will consist of a letter grade only (no plus or minus). All of your writing for this course should adhere to the rules of standard English grammar, punctuation, and spelling (American). Here is a general description of my letter grades:

A – 90-100%. On discussions and quizzes, this grade denotes correct, complete, clear, thorough, insightful, and thought-provoking responses. On formal writing and projects, this grade denotes superior composition, content, style, and mechanics; thoughtfulness, originality, and excellence in topic development, including vividly concrete details, insightful examples, and sophisticated analysis and synthesis of subject matter. Writing is mechanically pristine with only the smallest grammatical defects present (such as a missing comma or a single typo).

B – 80-89% On discussions and quizzes, this grade denotes correct, complete, and thorough responses. On formal writing and projects, this grade denotes very good composition, content, style, and mechanics; thoughtful and adequate topic development; clear and complete details and examples; and consistency in style. Slight problems may be present in one or two areas, but the paper shows strength in others. The paper is not heavily impacted by mechanical errors.

C – 70-79% On discussions and quizzes, this grade denotes correct and fairly coherent responses, which answer the prompt but may be lacking in completeness. On formal writing and projects, this grade denotes acceptable content, but style, organization, and/or mechanics are uneven and need revision, AND/OR the composition is does not sufficiently consider the subject matter as evidenced by inadequate topic development and lack of concrete details, AND/OR the ethos of the writer is damaged by mechanical errors.

D – 60-69% This grade denotes below average work, but acknowledges that a full attempt was made. On discussions and quizzes, this grade denotes partially correct but inadequate responses. On formal writing and projects, the paper (whether through lack of effort, revision, editing, or some other reason) is not clear or focused. The paper is lacking in content, is poorly organized, and/or is incoherent due to grammatical and mechanical issues.

F – Below 60% This grade denotes below average, unsatisfactory work that is incomplete or does not answer the assignment.

Participation & Punctuality
Regular class participation is required. I adhere to the Course Timeline, so pay attention to the opening and closing dates for each unit. I suggest that you print out the course timeline and keep it visible. Discussions and Quizzes are available for the duration of the unit. I will not reopen Units, quizzes, or discussions for you unless you provide a very good reason. If you are unable to complete an assignment on time, you must make arrangements with me in advance of when the assignment is due. If I agree with you that you have a compelling reason for missing a deadline, I will grant you a short extension. In the case of unforeseen lateness, contact me as soon as possible. For unexcused late work, I will deduct 5 points for every day of work-week in which it is late.
Other Course Policies
The number one rule in my course is to treat others respectfully. I welcome lively discussion, but please be mindful about your statements. We will sometimes need to discuss subjects that some may find sensitive, such as religion, politics, sexuality, and violence. Feel free to articulate in your discussion posts, but please be sensitive to readers who potentially hold opposing viewpoints. I reserve the right to delete anything that I deem inappropriate from the course page.

Academic Integrity
I adhere to SFA’s Academic Integrity policy A-9.1, as stated below. In addition, in online courses, academic integrity also refers to NOT copying comments from other students’ discussion posts. If you repeat the same information that a student has already posted, you will receive a zero for that discussion.

SFA Academic Integrity Policy (A-9.1)
Academic integrity is a 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.

Definition of Academic Dishonesty
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 http://www.sfasu.edu/policies/academic_integrity.asp

ALSO NOTE THAT YOU MAY NOT USE PAPERS THAT YOU YOURSELF HAVE WRITTEN FOR OTHER COURSES.

Withheld Grades Semester Grades Policy (A-54)
Ordinarily, 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, and Room 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/.

AARC
Visit the SFA Academic Assistance and Resource Center (AARC)!
The AARC provides a variety of free academic support programs for students at SFA. Services include 1:1 appointments, walk-in tables, and online tutoring (through Zoom).
Phone: 936-468-4108
Email: aarc@sfasu.edu
In-person: Monday-Thursday 8 a.m.-7 p.m. First floor Ralph W. Steen Library
For more information, see sfasu.edu/aarc.

Learning Outcomes
Upon completion of this course, students will be able to:
• Identify important authors, works, and genres of the three major periods of early British literature.
• Describe the cultural contexts of the three major periods of early British literature.
• Describe the characteristics of the epic genre and demonstrate detailed understanding of several early British epics.
• Recognize and analyze the elements of lyric poetry and demonstrate familiarity with specific sonnets and other lyric verse forms from the three major periods.
• Describe the characteristics of selected early British prose fiction forms and demonstrate detailed understanding of several Chaucerian tales and early British novels.
• Describe the characteristics of the eighteenth-century comedy of manners as exemplified in an eighteenth-century British humane comedy.

Course Schedule
See the Course Timeline topic.

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NOTES:
1. Do not leave voicemails on my office phone because it may be several days before I receive them. Leave me an email. I check email daily.
2. This course meets the following Texas state university outcomes and education objectives:

Program Learning Outcomes
PLO 1 - The student will demonstrate the ability to read complex texts, closely and accurately.
PLO 2 - The student will demonstrate knowledge of particular periods of British literary history.
PLO 5 - The student will demonstrate the ability to write clear, grammatically correct prose for a variety of purposes in regards to literary analysis.
**Exemplary Education Objectives** (for Humanities/Visual/Performing Arts)

EEO 1: To demonstrate awareness of the scope and variety of works in the arts and humanities.

EEO 2: To understand works as expressions of individual and human values within historical and social context.

EEO 3: To respond critically to works in the arts and humanities.

EEO 5: To articulate an informed personal reaction to works in the arts and humanities.

EEO 6: To develop an appreciation for the aesthetic principles that guide or govern the humanities and arts.

EEO 7: To demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences.
# ENGL 2322-501: British Literature to 1800

## Timeline of Activities

### Fall 2020

Dr. Elizabeth Tasker Davis

### NOTES:

1. Items due are shown in bold. Items must be completed in time frame shown.
2. Units open and close at midnight on date listed.
3. In addition to the readings, quizzes, and discussions listed below, each unit contains a variety of minilectures, presentations, and hand-outs.
4. Changes may be necessary as the course proceeds.

### Dates | Assignments
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#### Week 1
- **Mon 8/24**: Open Course Introduction, Unit 1, and Unit 2.
- **Tues 8/25**: Close Course Introduction, UNIT 1: WOMEN, MEN, AND MONSTERS IN OLD ENGLISH POETRY
- **Wed 8/26**: Discussion - The Wife’s Lament
- **Thu 8/27**: Start reading Beowulf – the entire epic, covering all three monsters

#### Week 2
- **Mon 8/31**: Finish reading Beowulf - Discussion - Beowulf
- **Tues 9/1**: Quiz – Beowulf: Close Unit 1
- **Wed 9/2**: Open Unit 3 and 4
- **Thurs 9/3**: Quiz – Marie de France and “Lanval” and “Bisclavret”
- **Fri 9/4**: Discussion – “Lanval,” “Bisclavret,” and “Fables” Close Unit 2.

#### Week 3
- **Mon 9/7**: UNIT 3: MEDIEVAL SATIRES OF IDENTITY
- **Tues 9/8**: Discussion – The General Prologue
- **Wed 9/9**: Read Geoffrey Chaucer, The Miller’s Tale
- **Thu 9/10**: Discussion – The Miller’s Tale
- **Fri 9/11**: Quiz – Chaucer Close Unit 3. Open Unit 5.

#### Week 4
- **Mon 9/14**: UNIT 4: ELIZABETH SONNETS
- **Tue 9/15**: Discussion – Sonnets
- **Wed 9/16**: Quiz 4 – all sonnets and their authors Close Unit 4 Open Unit 6.
- **Fri 9/18**: Discussion – John Donne
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<tr>
<td>Week 5</td>
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<tr>
<td>Mon 9/21</td>
<td>Read Milton - <em>Paradise Lost</em>, “Book 1”</td>
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<td>Tues 9/22</td>
<td><strong>Discussion – PL Book 1</strong></td>
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<td>Fri 9/25</td>
<td><strong>Quiz – Books 1, 4, and 9 of PL and “Eve’s Apology”</strong></td>
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<th>Week 6</th>
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<td>Tues 9/29</td>
<td>Paradise Lost Character Analysis due <strong>Close Unit 5 Open Unit 7</strong>.</td>
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<td>Wed 9/30</td>
<td>UNIT 6: IDENTITY AND REALISM IN THE EARLY NOVEL.</td>
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<td>Thurs 10/1</td>
<td>Read Aphra Behn’s <em>Oroonoko</em> and Daniel Defoe’s <em>Robinson Crusoe</em>, from Chapter 3 and 4</td>
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<td>Fri 10/2</td>
<td><strong>Discussion – Oroonoko and Robinson Crusoe</strong></td>
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<td><strong>Quiz – Oroonoko and Robinson Crusoe</strong> <strong>Close Unit 6</strong></td>
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<td>Wed 10/7</td>
<td>UNIT 7: GENDER IDENTITY IN 18TH CENTURY DRAMA</td>
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<td>Read Susannah Centlivre – <em>Bold Stoke for a Wife</em> Act I-III (separate text for course)</td>
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<td><strong>Discussion Acts I-III.</strong></td>
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<td>Fri 10/9</td>
<td>Read <em>Bold Stoke for a Wife</em> Act IV-V</td>
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<td><strong>Quiz - Bold Stroke</strong></td>
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<td>Start <em>Bold Stroke</em> Casting and Scene Adaptation project</td>
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<td>Wed 10/14</td>
<td><strong>Bold Stroke Casting and Scene Adaptation due</strong> <strong>Close Unit 7. Course locked at 11:59 pm.</strong></td>
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