

**English 211**  
**English Literature I (Beowulf to Pre-Romantics)**  
**Fall 2019**

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Office hours: Monday/Wednesdays 11-12, Tuesday 2-2:50, and by appointment

**Texts**

Rental: *The Norton Anthology of English Literature*, tenth edition, volumes A, B, C

Optional purchase: *The Canterbury Tales*, trans. Beidler, Heatt, & Heatt, ISBN 0-553-21082-3 (\$5.99 new, \$4.50 used in the bookstore)

**Description and Goals**

English 211 surveys the literature of England from its beginnings to the eighteenth century. As a Humanities course in the General Education Program, it strives “to help students understand and critically engage a variety of worldviews and the ideas that give them meaning.” By the time you complete this course, you should be able to

- Read closely, think critically, and write effectively about texts that reflect on perennial questions concerning the human condition; and
- Investigate and thoughtfully respond to a variety of ideas, beliefs or values held by persons in situations other than your own.

This course is also intended to help English majors and minors develop broad knowledge of British literature and strong skills in literary analysis. By the time you complete this course, you should be able to

- analyze and interpret British literature from the Middle Ages, Renaissance, and Restoration to demonstrate a comprehension of literary themes, of the conventions and language of literature, and of key concepts about British culture.

**Requirements**

Although some amount of lecture is necessary in this type of course, the active involvement of students is important. Your work in this course will consist of

- **Daily reading and preparation for discussion.**
- **Attendance and participation.**
- **Two short papers.**
- **Three tests.**

**Assignments and Grading**

**Reading/preparation for class:** In order to benefit from what we do in class, it's important to do the reading before class and to do it thoughtfully. See p. 5 for some guidelines for effective preparation and review.

**Attendance and participation:** Regular attendance and meaningful engagement during class is expected.

- Collectively, your attendance, preparation, and participation will contribute **10%** of your course grade. This rubric will guide the determination of your grade:

	<b>Plusses – at least a few things here needed for an A</b>	<b>Expectation – meeting this in all categories is necessary for a B</b>	<b>Minuses – these will lead to grades lower than B</b>
Attendance	Is present for all of every class meeting, or (rarely) is absent for a compelling reason, which is shared with the instructor promptly.	Attends consistently (at least 90% of the time). Occasional absences or late arrivals are mostly for a valid reason.	Missing class, arriving late, or leaving early, more than 10% of the time, or less often but without explanation.
Attentiveness	Consistently comes equipped (book, notebook, etc.) to class. Is always listening actively when not speaking.	Usually comes equipped and is listening actively when not speaking.	Is often not equipped or attends to something other than class activities.
Quality of participation	Makes comments that stand out for the level of careful thought they demonstrate: about the material and about the unfolding conversation.		Makes comments that reflect inattentiveness to others' contributions or lack of preparation, are irrelevant, or otherwise tend to derail the conversation.
Classroom community	Improves the conversation in a significant way. (E.g. helps draw others out, makes extra effort to contribute if shy, etc.)		Impairs the conversation in a significant way. (E.g. dominates discussion, talks while others are talking, treats other students or their ideas with disrespect)

How I calculate grades: Letter grades are converted to points, and points back to a letter grade for the course, using the following scale: D, 60-66.99%; D+, 67-69.99%; C- 70-72.99%; C, 73-76.99%; C+, 77-79.99%; B-, 80-82.99%; B, 83-86.99%; B+, 87-89.99%; A-, 90-92.99%; A, 93-100%. An assignment not turned in or test essay not attempted is a 0, but an F paper/essay will earn points in the F range.

**Papers:** About a week before each of the first two tests, you will write a paper dealing with the material we have worked with up to that point. Think of each paper as an opportunity to review and practice for the upcoming test. Topics will be provided at least a week ahead of each deadline. You will have an option to write a third paper before the last test; if you do, the lowest paper grade will be dropped. Each paper will contribute **15%** of the course grade

**Tests:** There will be three tests, each covering about 1/3 of the course material. Each test will include a combination of essay questions and factual questions (e.g. short answer or multiple-choice questions). Each test is worth **20%** of the course grade, for **60% total**.

### Policies

**Attendance:** You should plan to attend class regularly. Absences and late arrivals will impact your grade directly through the Attendance/Participation/Preparation part of your grade, and will likely have a negative effect on your performance on graded assignments. If you are ever absent, let me know the reason, if it is something that you want me to take into account in grading. Documentation is helpful, especially for repeated or extended absences or if you will need to make up any graded work. If you are absent for any reason, it's a good idea to check Canvas for any handouts or powerpoints you missed and to ask a classmate to share their notes—but these are the next-best-thing, not a substitute for coming to class.

**Late work:** I accept late papers, but will lower the grade at the rate of one letter grade per week. This penalty may be waived if circumstances warrant. If legitimate problems interfere with getting your work in on time, talk with me about them, the earlier the better. A make-up test will be permitted only under extraordinary, unavoidable circumstances.

**Academic honesty:** It's normal and expected that the ideas in your papers will be influenced by our class discussions, but they should also demonstrate your own thinking and analytic skill through your support and explanation of the interpretation that you adopt. It's also appropriate to make use of the editors' introduction or similar resources, though none of the paper assignments will require any research. Any ideas drawn from such sources should be acknowledged, and should assist you in developing your own interpretation, not substitute for it. Unacknowledged or inappropriate use of sources is unacceptable, as is any form of cheating on a test or any other academic dishonesty. Such behavior will be handled in accordance with the University policy on Academic Misconduct. If you are ever unsure about whether or how to use sources or help appropriately, please ask. (Information about the Academic Misconduct policy is available at <http://www.uwsp.edu/dos/Documents/AcademicIntegrityBrochure.pdf>.)

**Accommodations for Students with Disabilities:** If you have a disability and may need accommodations for this course, please contact the Disability and Assistive Technology Center. Call 715 346-3365 or email [datctr@uwsp.edu](mailto:datctr@uwsp.edu) to make an appointment or get more information. DATC is located in room 609 of Albertson Hall (a.k.a. Library).

**Email:** Your UWSP email account is the university's standard method of communication with you, and you should check it regularly. I may at times use email to contact the class or individual students; I will routinely use Canvas for reminders and announcements.

**Use of Technology:** Phones, tablets, or other devices should be silenced and put away, unless you are using them to take or refer to notes and you have the discipline to avoid distractions. Note: Students may not make audio, video, or photographic recordings of lectures or other class activities without written permission from the instructor. Anyone violating this policy will be asked to turn off the device being used. Refusal to comply with the policy will result in the student being asked to leave the classroom, and possibly being reported to the Dean of Students.

**Assessment:** UWSP regularly assesses the General Education Program to ensure that we are providing you with the best education we can. As part of this effort, samples of student work may be shared, anonymously, with a small group of faculty members. Please let me know if you have any questions or concerns about how your work may be used in the assessment process.

Any change to the syllabus will be announced in class and posted in Canvas.

## **Tips for Preparation and Review**

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I don't expect you to come to class every day with a brilliant analysis of the reading already. What I do expect is that you will do what you can with the reading before class so that you are ready to contribute to, and follow, our discussion of the texts. That means coming ready to share initial observations and questions. The best discussions come out of the class's own interests, concerns, and confusions.

Read actively. Just casting your eyes over the words isn't very useful, if you don't get anything out of the reading. It's better to do only part of the reading and really wrestle with it than to "read" everything and have nothing to show for it. (But do try to get through all of it!) Note: I do not assign the period introductions or introductions to specific authors and works, but you may find these useful or interesting to read, either before or after you read the primary works. I will point out those that I think are particularly likely to be useful.

Pause occasionally in your reading to check in with yourself. What's making sense to you and what's not? Where there are difficulties, try to identify what is causing you problems, and see if you can figure out a way to resolve these. If not, these can be useful to bring up in class. Where you are finding the going easier (or after you have resolved difficulties), start to take the next step: Identifying things about the text that interest you, that puzzle you (beyond basic comprehension), or that you can connect to other reading we have done, concepts we have used in class, etc.

Take notes as you read, or soon after, to record your grasp of basics (who are the characters? What are the important plot points? etc.) and your observations and questions.

Use posted resources. In Canvas I will post suggestions for things to think about in the reading and links to online resources, where I have them, which can help with basic comprehension, suggest other things to think about, or give more information about topics you may find worthy of further investigation.

Take notes during and/or after class, to record clarifications, new questions, insights, etc. that you hear (or think of) during class.

If helpful, take online quizzes to review basic comprehension, background material, terminology, etc. These are available in Canvas and are optional. Though they do not directly affect your course grade, I recommend taking each quiz soon after we discuss the material. This helps you and me both get a better sense of what points are well understood and which might need revisiting.

<b>Schedule</b>
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Any changes to the schedule will be announced in class and posted in Canvas.

<b>The Anglo-Saxon Period</b>	
Sept. 9	Bede and Cædmon's Hymn and "Dream of the Rood" ( <u>Volume A</u> , pages 30-37), "The Wanderer" (pages 118-121)
Sept. 11	<i>Beowulf</i> (pages 42-70, to line 1250)
Sept. 16	<i>Beowulf</i> to end (pages 70-109); also <i>Judith</i> (pages 110-118)
<b>The Later Middle Ages</b>	
Sept. 18	<i>Sir Gawain and the Green Knight</i> , through line 690 (pages 204-218)
Sept. 23	<i>Sir Gawain and the Green Knight</i> to end (pages 218-256)
Sept. 25	Langland, <i>Piers Plowman</i> , selections on pages 391-398. Chaucer, <i>The Canterbury Tales</i> , selections from "The General Prologue": Read lines 1-332 and 447-860. (Norton Anthology, pages 261-81; Beidler/Hieatt <i>CT</i> , pages 14-61).  <b>Paper 1 due</b>
Sept. 30	"The Miller's Tale" (Norton pages 282-98; Beidler/Hieatt <i>CT</i> , pages 202-243)
Oct. 2	Selections from "The Wife of Bath's Prologue": Norton Anthology pages 300-319: read at least lines 1-29, 199-240, 385-642, 717-862 Beidler/Hieatt pages 290-337: read at least lines 1-29, 193-234, 379-636, 711-856 (See Canvas for a summary of what you're missing.) "The Wife of Bath's Tale" (Norton pages 319-328, Beidler/Hieatt pages 336-359)
Oct. 7	<b>TEST 1</b>
<b>The Renaissance</b>	
Oct. 9	More, <i>Utopia</i> , Book I: Read <u>Volume B</u> , pages 44-69.
Oct. 14	More, <i>Utopia</i> , Book II, selections: Read pages 69-78, 83-85, 93-99, 106-108, and 114-117.

Oct. 16	Marlowe, <i>Dr. Faustus</i> (680-715)
Oct. 21	Wyatt: "The Long Love," "Whoso List to Hunt," "My Galley" (120-121, 123) Surrey: "The Soote Season" and "Love that Doth Reign" (134-35) Marlowe, "The Passionate Shepherd to His Love" (678) Raleigh, "The Nymph's Reply to the Shepherd" (527)
Oct. 23	Sidney, <i>Astrophil and Stella</i> (586-98), #s 1, 9, 45, 49, 71 Spenser, <i>Amoretti</i> (487-90), #s 34, 64, 67, 68, 75 Shakespeare, Sonnets (723-36), #s 1, 18, 29, 73, 130 Wroth, <i>Pamphilia to Amphilanthus</i> (1116-1119), #s 1, 68
Oct. 28	Shakespeare, <i>Twelfth Night</i> , Acts 1 and 2 (pages 741-770)
Oct. 30	<i>TN</i> Acts 3-5 (pages 771-802) <b>Paper 2 due</b>
Nov. 4	Jonson: "On Lucy, Countess of Bedford" (1092-93) and "Inviting a Friend to Supper" (1094-95) Donne: "The Flea" (923), "Song" (924-25), "The Sun Rising" (926), "The Canonization" (927-28), "Valediction: Forbidding Mourning" (935-36), "Holy Sonnet #10" (962), "Holy Sonnet #14" (963-64)
Nov. 6	Herbert, "Redemption" and "Easter Wings" (1258-59) Phillips, "On the Double Murder . . ." and "Friendship's Mystery" (1335-37) Herrick, "Corinna's Going a-Maying" (1310-12)
Nov. 11	<b>TEST 2</b>
Nov. 13	Milton, <i>Paradise Lost</i> : Book 1, lines 1-330 and 587b-669, and Book 2, lines 1-42 and 299-485 (volume B, pages 1496-1503, 1510-11, 1515, and 1521-24)
Nov. 18	<i>Paradise Lost</i> : Book 3, lines 56-343, and Book 9, lines 179-1189 (pages 1538-44 and 1647-68)
<b>Restoration &amp; Eighteenth Century</b>	
Nov. 20	Addison, "Aims of the <i>Spectator</i> " ( <i>Volume C</i> , pages 465-67); Johnson, "Rambler #4" (723-26); Dryden, "Shakespeare and Ben Jonson Compared" (80-81), "Preface to Fables Ancient and Modern" (84-85); Locke, excerpt from <i>Two Treatises of Government</i> (962-65, just paragraphs #22, 123, 131); Astell, excerpt from "A Preface" (start bottom of 966-67)

Nov. 25	Swift, "A Modest Proposal" (454-60) Pope, <i>The Rape of the Lock</i> (507-25) Gay, <i>The Beggar's Opera</i> , through Act 1, scene 3 (659-662)
Nov. 27	THANKSGIVING
Dec. 2	<i>Beggar's Opera</i> to end (662-703) (You may want to start the reading for Wednesday—it's on the long side.)
Dec. 4	Swift, <i>Gulliver's Travels</i> , Part 1 (282-322)  <b>Paper 3 due</b>
Dec. 9	<i>Gulliver's Travels</i> , Part 4: read at least 407-441
Dec. 11	<i>Gulliver's Travels</i> , Part 4 to end (441-454) Thompson, "The Seasons" (991-93) Gray, "Ode on a Distant Prospect of Eton College" and "Elegy Written in a Country Churchyard" (994-1001) Collins, "Ode to Evening" (1004-1005) Smart, "Jubilate Agno" (1006-1008)
Dec. 17	<b>TEST 3 (Tuesday, 2:45-4:45)</b>