

English 211
English Literature I (Beowulf to Pre-Romantics)
Spring 2017

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Office hours: Monday 1-2:30, Tuesday/Thursday 12:30-1:30, Wednesday 1-1:50
and by appointment

Texts

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

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

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 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:

	Pluses – at least a few things here needed for an A	Expectation – meeting this in all categories is necessary for a B	Minuses – these will lead to grades lower than 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.	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 D2L 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 by 1/3 letter grade for each class meeting a paper is late. 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 Office of Disability Services. Call 715 346-3365 or email dissv@uwsp.edu to make an appointment or get more information. Disability Services 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 the course home page in D2L 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 D2L.

Guidelines for Preparation and Review

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 things seem to make better sense, 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 D2L and on a mirror site (available if technical problems keep you out of D2L), 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.

D2L logon page: <http://www.uwsp.edu/d2l/Pages/default.aspx>
My page: <http://www4.uwsp.edu/english/mbowman/211/>

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 D2L 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.

Schedule

Any changes to the schedule will be announced in class and posted in D2L.

The Anglo-Saxon Period	
Jan. 26	Bede and Cædmon's Hymn and "Dream of the Rood" (pages 29-36), "The Wanderer" (pages 117-120)
Jan. 31	<i>Beowulf</i> (pages 41-77, to line 1650)
Feb. 2	<i>Beowulf</i> to end (pages 77-108); also <i>Judith</i> (pages 109-117)
The Later Middle Ages	
Feb. 7	<i>Sir Gawain and the Green Knight</i> , parts 1 & 2 (pages 186-209)
Feb. 9	<i>Sir Gawain and the Green Knight</i> , parts 3 & 4 (pages 209-238)
Feb. 14	Langland, <i>Piers Plowman</i> , selections on pages 373-380. Chaucer, <i>The Canterbury Tales</i> , selections from "The General Prologue": Read lines 1-332 and 447-860. (Norton Anthology, pages 243-63; Beidler/Hieatt CT, pages 14-61).
Feb. 16	"The Miller's Tale" (Norton pages 264-80; Beidler/Hieatt CT, pages 202-243) Paper 1 due
Feb. 21	Selections from "The Wife of Bath's Prologue": Norton Anthology pages 282-301: 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 the website for a summary of what you're missing.) "The Wife of Bath's Tale" (Norton pages 301-310, Beidler/Hieatt pages 336-359)
Feb. 23	<i>The Second Shepherds' Play</i> (pages 449-477)
Feb. 28	TEST 1
The Renaissance	
Mar. 2	More, <i>Utopia</i> , Book I: Read pages 572-597.

Mar. 7	More, <i>Utopia</i> , Book II, selections: Read pages 597-606, 611-13, 621-27, 634-36, and 642-45. (You may also want to get started reading <i>Dr. Faustus</i> .)
Mar. 9	Marlowe, <i>Dr. Faustus</i> (1128-1163)
Mar. 14	Wyatt: "The Long Love," "Whoso List to Hunt," "My Galley" (648-49, 651) Surrey: "The Soote Season" and "Love that Doth Reign" (662-63) Marlowe, "The Passionate Shepherd to His Love" (1126) Raleigh, "The Nymph's Reply to the Shepherd" (1024-25)
Mar. 16	Sidney, <i>Astrophil and Stella</i> (1084-96), #s 1, 9, 45, 49, 71 Spenser, <i>Amoretti</i> (985-89), #s 34, 64, 67, 68, 75 Shakespeare, Sonnets (1170-84), #s 1, 18, 29, 73, 130 Wroth, <i>Pamphilia to Amphilanthus</i> (1566-69), #s 1, 68
SPRING BREAK	
Mar. 28	Shakespeare, <i>Twelfth Night</i> , Acts 1 and 2 (pages 1189-1218)
Mar. 30	<i>TN</i> Acts 3-5 (pages 1218-50) Paper 2 due
Apr. 4	Donne: "The Flea" (1373), "Song" (1374-75), "The Sun Rising" (1376), "The Canonization" (1377-78), "Valediction: Forbidding Mourning" (1385-86), "Holy Sonnet #10" (1412), "Holy Sonnet #14" (1413-14) Jonson: "On Lucy, Countess of Bedford" (1542-43) and "Inviting a Friend to Supper" (1544-45)
Apr. 6	Phillips, "On the Double Murder . . ." and "Friendship's Mystery" (1785-87) Marvell, "An Horatian Ode" (1806-11) Herrick, "Corinna's Going a-Maying" (1760-62) Herbert, "Redemption" and "Easter Wings" (1708-1709) Crashaw, "On the Wounds of Our Crucified Lord" (1746)
Apr. 11	TEST 2
Apr. 13	Milton, <i>Paradise Lost</i> : Book 1, lines 1-330 and 587b-669, and Book 2, lines 1-42 and 299-485 (pages 1945-53, 1960-61, 1964-65, and 1970-74)
Apr. 18	<i>Paradise Lost</i> : Book 3, lines 1-343, and Book 9, lines 192-1189 (pages 1987-94 and 2095-2116)

Restoration & Eighteenth Century	
Apr. 20	Addison, "Aims of the <i>Spectator</i> " (2644-46); Johnson, "Rambler #4" (2923-6); Dryden, "Shakespeare and Ben Jonson Compared" (2254-55), "Preface to <i>Fables Ancient and Modern</i> " (2258-59); Locke, excerpt from <i>Two Treatises of Government</i> (3015-18, just paragraphs #22, 123, 131); Astell, excerpt from "A Preface" (start bottom of 3019-3020); Finch, "The Introduction" (2432-33).
Apr. 25	Behn, <i>Oroonoko</i> (2313-58: OK to skip pages 2341-47)
Apr. 27	Swift, "A Modest Proposal" (2633-39) Pope, <i>The Rape of the Lock</i> (2685-2704)
May 2	<i>Beggar's Opera</i> to end (2787-2833) (You may want to start the reading for Thursday—it's on the long side.)
May 4	Swift, <i>Gulliver's Travels</i> , Part 1 (2492-2531) Paper 3 due
May 9	<i>Gulliver's Travels</i> , Part 4: read at least 2587-2620
May 11	<i>Gulliver's Travels</i> , Part 4 to end (2620-33) Thompson, "The Seasons" (3044-46); Gray, "Ode" (3047-50), "Elegy" (3051-54); Collins, "Ode to Evening" (3057-58); Smart, "Jubilate Agno" (3059-61)
May 17	TEST 3 (Wednesday, 8-10 am)