

Lit 254: British Writers I

Fall 2013
Units: 3
1:30-2:25pm -M-W-F-
C 101



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Catalogue Description:

Discussion and analysis of major movements, genres, authors, and works within their cultural contexts from 700 to 1798. Includes *Beowulf* and work by authors such as Chaucer, Julian of Norwich, Malory, Spenser, Lanyer, Marlowe, Shakespeare, Webster, Milton, Behn, Cavendish, Swift, and Pope. Prerequisite: College Composition (5 units).

Required Texts:

The Broadview Anthology of British Literature, Vols. 1, 2, and 3.

On-line resources through the Broadview website: <http://www.broadviewpress.com/babl/> and enter the code that comes with your purchased textbook.

Program Learning Outcomes:

Students who complete the program will be able to:

1. Demonstrate reading practices that make connections between the literature studied and our contemporary world. (DLO 3, 5)
2. Identify and articulate characteristics of literary-historical periods: dates, styles, and authors. (DLO 1, 2)
3. Demonstrate knowledge of major literary-theoretical perspectives and terminology. (DLO 1, 2)
4. Articulate the difference between a traditional pedagogical and a modern linguistics notion of language. (DLO 4)
5. Employ strong rhetorical, literary, and analytical skills in their writing. (DLO 1, 2)
6. Identify and evaluate effective use of higher and lower order thinking and writing skills. (DLO 1, 4)

Course Learning Outcomes:

Students will be able to:

1. Closely read (comprehension, analysis) and critically analyze (analysis) texts in their original languages and/or in translation. (PLO 2,3, 5)
2. Recall (knowledge), identify (knowledge), and use (application) fundamental concepts of literary study to read and discuss texts
 - a. Standard literary terminology
 - b. Modes/genres of literature
 - c. Elements of literary genres
 - d. Literary periods (dates, writers, characteristics, and important developments)
 - e. Contemporary critical approaches
 - f. Extra-literary research (PLO 2, 3, 5)
3. Analyze (analysis) the social, cultural, ethnic, gendered, and/or historical contexts of the works and their authors, and connect (synthesis, evaluation) the texts with their own lives. (PLO 1)
4. Create (synthesis, evaluation) detailed and informed textual analysis of literary works that demonstrate a formalist close reading of fundamental elements of literature. (PLO 2, 3, 5)

Analysis Responses:

Format: Typed, Double-spaced, 350 words

Have a thesis statement that answers the question of the day—One sentence opening

Use three paragraphs to support your thesis

Have a one sentence conclusion

Use the text itself—your analysis must be fully based in the literary work; all assertions must be backed up with examples from or references to the work. Use parenthetical references and list the page numbers of the text you cite.

The analysis must be your own work—not taken in part or the whole from any other sources.

Grading is based on:

- Thoroughness of response—demonstrating good understanding of the text
- Originality of ideas
- Critical thought
- Strength of thesis/argument
- Strength of support from the text

Oral Reports—These will cover contexts connected to a literary work:

1. Worth 10% of your course grade
2. Sign up for a date on which to present—choose a topic connected to the work
3. Research the topic using three sources outside of our text. Do not use Wikipedia or similar sources. Use reputable and current books, journal articles, and/or on-line resources from reputable sites such as those connected with universities and historical organizations.
4. Present your findings to the class on the date for which you signed up. The presentation must not run over ten minutes, so practice it ahead of time.
5. Include a one-page typed summary of your research, including a list of your three sources in MLA format.
6. Suggestion for ideas—ahead of the date of your presentation, read the introduction in the textbook for possible topics that you can research.

Course Requirements:

- **PREREQUISITE: WRITING 110, OR WRITING 115 AND 116, OR WRITING 120**
- Reading of all assignments by the dates listed below. A minimum of two hours outside of class is expected for every hour in class (6 hours outside work weekly). (CLO 1)
- Frequent quizzes (10%)(CLO 2)
- Fifteen one page analyses, approximately 350-400 words each, dates as noted on the syllabus (15%). Turn in one each week on the day of the question upon which your analysis is based. (CLOs 2-4)
- One oral/written presentation on contexts connected to a work. (10%)(CLOs 2 and 3)
- Two five-page essays, approximately 1750-2000 words each, 10% each (20% total). These may be expansions of your shorter analysis work. (CLOs 2-4)
- Two examinations, as noted on the syllabus. Exam 1 is worth 20%; the final exam is worth 25%. (CLOs 2 and 3)
- Oral participation—will influence borderline grades and make the class more meaningful for everyone. (CLOs 2 and 3)

Course Ground Rules:

Attendance: Please read the Class Attendance section of your PLNU Catalog, carefully. If students miss more than 10% of class meetings (approx. 4 for a MWF course), faculty members may file a written report which may result in de-enrollment from the course. If you miss more than 20% of class meetings (approx. 8 for a MWF course), you may be de-enrolled without notice. De-enrollment may have serious consequences on residence, athletic, and scholarship requirements; it may also necessitate a reduction or loss in your financial aid.

LJML Academic Honesty Policy: The LJML Department deems intellectual and academic integrity critical to academic success and personal development; therefore, any unethical practice will be detrimental to the student's academic record and moral character. Students who present the work of others as if it were their own commit plagiarism. Presenting another's work as one's own includes, but is not limited to, borrowing another student's work, buying a paper, and using the thoughts or ideas of others as one's own (using information in a paper

without citation). Plagiarized work will result in a failing grade for the assignment and possibly for the course. In either event, a written report will be filed with the department chair and the area dean. The dean will review the report and submit it to the Provost and the Vice President for Student Development. It will then be placed in the student's academic file.

Final Examinations: Final Examinations are the culminating learning event in a course, and they are scheduled to take into account all the different courses and departments across the university. The exam schedule varies from year to year. The final examination schedule is posted on the Class Schedules site. You are expected to arrange your personal affairs to fit the examination schedule.

Class Sessions, Preparation, Assignments, and Technology:

- a. If you wish to use your laptop during class, you may use the laptop only for note-taking, not checking email, Facebook, or other activities. If you are using an electronic reader for the text book (Kindle, Nook, etc.), please let me know and have no other "file" open on your reader other than the class text/reading.
- b. All other electronics must be muted or turned off for the entire class period, including cell phones.**
- c. Completion of all assignments is required, and passing the course will be difficult without doing so. Readings and written responses must be prepared in advance of the date scheduled/due and of sufficient length and quality to meet the assignment's requirements and intents. Missed work (quizzes and written responses) may be made up only in truly extenuating circumstances and only if you and I have had a conversation about your situation. No make-up work will be given for missed work.
- d. Late assignments will not be accepted either in person, by delivery, or in my mailbox (unless you and I have communicated prior to the deadline about extenuating circumstances).
- e. It is your responsibility to see to it that I receive your work.
- f. Always keep electronic copies of your work so that you can provide duplicate copies if you need to.
- g. Handwritten papers are never acceptable (unless so specified).
- h. You may be requested to attend office hours with the professor if a need arises.

Classroom Decorum: Please manage your electronic devices appropriately and with consideration for others—see a&b above.

Email and Canvas: You are responsible for checking your PLNU email account and Canvas regularly for electronic messages from me (and sometimes from your classmates). You are fully accountable for all course material, announcements, communications that are distributed via email and Canvas; and I will send messages only to these sites. Please let me know if you encounter any technical problems with these sites.

Maintaining Class Schedule Via Online Registration: Students must maintain their class schedules. Should a student need arise to drop a course, they are responsible to drop the course (provided the drop date meets the stated calendar deadline established by the university) and to complete all necessary official forms (online or paper). Failing to attend and/or to complete required forms may result in a grade of F on the student's official transcript.

Extenuating Situations and Grades: No "Incomplete" grades will be assigned unless extenuating circumstances (e.g., death in the family, automobile accidents, hospitalization) prevail. If you find yourself in such a situation, please contact me immediately and submit any necessary and valid documents to help clarify and document your situation (e.g., doctor's letter on letterhead, funeral service program, police report, etc.).

Your oral participation makes the class more interesting for everyone and will positively affect your grade. Ask questions you have from the reading.

No Cliff's Notes, Barron's Notes, Spark Notes or similar guides are to be used for papers, brought to class, or used as a substitute for the reading.

Inclusive Language: Because the Literature, Journalism, and Modern Language department recognizes the power of language, all public language used in this course, including written and spoken discourse, be inclusive. This standard is also outlined by all major academic style guides, including MLA, APA, and Chicago, and is the norm in university-level work.

Additional department and university policies that govern the course are located in an electronic file in the Canvas portion of the course.

★The class is designed to encourage regular reading. To that end, there are short analysis papers. These are important tools for developing reading, thinking, and retention skills and are not “busy work.” Keeping up with the reading and analysis writings leads to a higher degree of subject mastery as well as analytical adeptness.

Class Schedule - Complete all readings by the assigned day

Read the works before the class date indicated.

Volume One

- Sep. 4 Course Introduction; Backgrounds to Old and Middle English
- Sep. 6 The Medieval Period, pp. XXVIII-LXI; Bede, pp.9-23; *The Dream of the Rood*, pp. 29-34
- Sep. 9 *Beowulf*, pp. 44-90
Analysis: How do the pre-Christian and Christian value systems in the epic both intersect and clash with one another?
- Sep. 11 *Judith*, pp. 93-102; Geoffrey of Monmouth, *The History of the Kings of Britain*, pp. 157-179
Analysis: How does the biblical Judith become reconstructed into an Anglo-Saxon warrior woman?
- Sep. 13 Marie de France: *Lais*, pp. 180-209
Analysis: What views of marital love do these works present?
- Sep. 16 *Sir Gawain and the Green Knight*, pp. 258-288
Analysis: What views of Arthur’s Court does this work present?
- Sep. 18 *Sir Gawain and the Green Knight*, pp. 288-323
Analysis: How do the bedroom scenes and the hunting scenes relate to each other?
- Sep. 20 Geoffrey Chaucer: *The Canterbury Tales: The General Prologue*, pp. 379-414
Analysis: Which character do you find most intriguing and why?
- Sep. 23 *The General Prologue*, continued
Analysis: How does Chaucer represent the Medieval church?
- Sep. 25 Chaucer: *The Wife of Bath’s Prologue and Tale*, pp. 462-482
Analysis: Is Chaucer’s depiction of the wife misogynistic or complimentary?
- Sep. 27 Julian of Norwich, *A Revelation of Love*, pp. 586-603;
Margery Kempe, *The Book of Margery Kempe*, pp. 604-627
Analysis: What theological questions do these works raise for you?
- Sep. 30 *Quem Quaeritis*, pp. 666-667; *The Second Shepherd’s Play*, pp. 698-714
Analysis: How does the shepherds’ encounter with Christ compare to the encounter of the mystics with Christ from the last assignment?
- Oct. 2 *Everyman*, on-line resource
Analysis: What is the path to salvation for Everyman?
- Oct. 4 Sir Thomas Malory: *Morte Darthur*, pp. 754-795
Analysis: What makes the legend of Arthur so popular, even today?

Volume Two

- Oct. 7 **PAPER #1 DUE**; The Renaissance and Early Seventeenth Century, pp. XXXVII-XC
- Oct. 9 Sir Thomas More: *Utopia*, pp. 12-69
Analysis: Describe More’s vision of an ideal society.

- Oct. 11 Sir Thomas Wyatt, Henry Howard, Earl of Surrey, and the Elizabethan Sonnet and Lyric, pp. 107-111, 116-123
Analysis: How are male/female roles portrayed in the poems?
- Oct. 14 Edmond Spenser: *The Faerie Queene*, Book I, Canto 1, pp. 138-149; Canto 12, pp. 220-225
Analysis: Discuss the allegorical elements in this canto.
- Oct. 16 Sir Philip Sidney: *Astrophil and Stella*, pp. 257-268.
Analysis: Discuss the relationship of Astrophil and Sella.
- Oct. 18 “Unconstant Women,” pp. 569-581
Analysis: How do these debates shape early modern poetry?
- Oct. 21 Queen Elizabeth, pp. 301-308; Mary Stuart, Queen of Scots, pp. 328-335; Aemilia Lanyer, pp.336-342
Analysis: How do these women counter the ways in which male writers have presented them?
- Oct. 23 **Midterm Exam**
- Oct. 25 Fall Break Day—No Class**
- Oct. 28 Francis Bacon: *Essays*, pp. 382-395
Analysis: What is Bacon’s view of Truth?
- Oct. 30 Christopher Marlowe: *Doctor Faustus*, pp. 402-403; 416-449
Analysis: Is Faustus damned or saved at the end of the play? Explain.
- Nov. 1 *Doctor Faustus*—Continued
Analysis: How does this work relate to your life as a student/scholar?
- Nov. 4 William Shakespeare: *Sonnets*, pp. 450-468
Analysis: How does the speaker portray his relationships with the young man and the female?
- Nov. 6 John Donne, pp. 662-667
Analysis: What views of women do these poems contain?
- Nov. 8 Continue Donne’s poetry, pp. 684-688
Analysis: How does Donne portray his relationship with God?
- Nov. 11 John Webster: *The Duchess of Malfi*, pp. 689-741
Analysis: What do you think of the Duchess’s clandestine marriage?
- Nov. 13 *The Duchess of Malfi*, continued
Analysis: How would you describe the philosophy of the play?
- Nov. 15 Lady Mary Wroth, pp. 742-747 and Katherine Philips, pp. 783-787
Analysis: Compare the poets’ portrayal of relationships
- Nov. 18 George Herbert, pp. 759-769
Analysis: Characterize Herbert’s view of God.
- Nov. 20 John Milton: *Paradise Lost*, Book One: pp.804-806 and 825-839
Analysis: How is Satan portrayed?
- Nov. 22 *Paradise Lost*, Books Four and Nine, pp. 858-887
Analysis: What does Milton add to the Genesis account of the Fall?

Volume Three

- Nov. 25 The Restoration and the 18th Century, pp. XXXIII-LXIX; **PAPER #2 DUE**
- Nov. 27-29 **Thanksgiving Recess—No Classes**

- Nov. 2 Margaret Cavendish, pp. 1-31
Analysis: How do Cavendish's "A Blazing World" and The Convent of Pleasure respond to Utopia?
- Nov. 4 John Bunyan: *The Pilgrim's Progress*, pp. 32-68
Analysis: How does Bunyan's depiction of salvation compare with Milton's?
- Nov. 6 Aphra Behn: *Oroonoko*, pp. 196-197 and 201-237
Analysis: Characterize Oroonoko and his relationship with Imoinda.
- Dec. 9 *Oroonoko*, continued
Analysis: What are the connections between the female English narrator and the African slave Oroonoko?
- Dec. 11 Anne Finch, pp. 348-354; Mary Astell, pp. 355-373; Lady Wortley Montagu, pp. 602-611
Analysis: What views of sexual inequality do these writers put forth?
- Dec. 13 Course Wrap-up; Final Exam Review
- Dec. 20 FINAL EXAM—Friday 1:30-4:00pm
From the *Schedule of Classes*: "The published time for the final examination is one of the considerations when enrolling for a course. Students are expected to arrange their personal affairs to fit the examination schedule."