



## Literature, Journalism, and Modern Languages

### LIT 445, Section 1

## 17th Century English Literature

Spring 2017

<b>Meeting times:</b> R 3:00-5:45pm	<b>Instructor:</b> Dr. Blessing, Professor of Literature
<b>Meeting location:</b> BAC 102	<b>E-mail:</b> CarolBlessing@pointloma.edu
<b>Final Exam:</b> Thursday, 5/4 4:30-7:00pm	<b>Office:</b> Bond Academic Center 115 <b>Phone:</b> (619) 849-2652
	<b>Office Hours:</b> Mondays 2:30-3:30, Thursdays 2:00-3:00, and by appointment (email me to set up an appt.)

#### PLNU Mission To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

#### **WELCOME TO LIT445, SEVENTEENTH-CENTURY ENGLISH LITERATURE**

Welcome to the Century of Revolution--Seventeenth Century England. This era was my primary focus in graduate school, and it is a time of changes and intelligent, beautiful literature that reflects the ongoing debates of the period. It is the age when democracy began, when women's roles were challenged and expanded, when women's writings blossomed and prepared the way for feminism, when the State Church of England was in tension with non-conformist religious groups, and when the theological debate between Calvinism (predestination) and Arminianism (free will) was in full swing. It is the age that produced the most profound meditational religious poetry, the supreme English epic *Paradise Lost*, the popular tale of the Christian journey, *Pilgrim's Progress*, the first work published by a professional woman writer, Aemilia Lanyer, and many more firsts. Join in the journey back in time to literature which still influences our time...

#### **CATALOGUE DESCRIPTION**

A study of British literature primarily from 1603 to 1688, focusing on the Scientific revolution, the beginnings of modernism, the rise of women writers and discussions concerning gender, major religious movements, and the English Civil War. Prerequisite: LIT254.

#### **REQUIRED TEXTS, in order by assigned readings**

Rudrum, Alan et al. *The Broadview Anthology of Seventeenth-Century Verse and Prose*.

Cavendish, Margaret. *Bell in Campo and The Sociable Companions*. Broadview Press.

Milton, John. *The Major Works*. Oxford World's Classics edition.

#### **COURSE LEARNING OUTCOMES (with Bloom's Taxonomy Level Indicated)**

*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 employing secondary sources and applying concepts of literary study and literary theory. (PLO 3,4)

**ALIGNMENT OF STUDENT LEARNING OUTCOMES & COURSE ASSESSMENTS**

PLO	CLO	Assessments
<p>(PLO 2) Identify and articulate characteristics and trends of diverse literatures and historical periods: dates, styles, authors, and canon formation.</p> <p>(PLO 3) Develop and support close readings of texts using literary theory and terminology.</p> <p>(PLO 5) Employ strong rhetorical, literary, and analytical skills in their writing.</p>	<p>(CLO 1) Closely read and critically analyze texts in their original languages and/or in translation.</p>	<p>Analyses Explications Major Paper</p>
<p>(PLO 2) Identify and articulate characteristics and trends of diverse literatures and historical periods: dates, styles, authors, and canon formation.</p> <p>(PLO 3) Develop and support close readings of texts using literary theory and terminology.</p> <p>(PLO 5) Employ strong rhetorical, literary, and analytical skills in their writing.</p>	<p>(CLO 2) Recall, identify, and use fundamental concepts of literary study to read and discuss texts:</p> <ul style="list-style-type: none"> <li>a. Standard literary terminology</li> <li>b. Modes/genres of literature</li> <li>c. Elements of literary genres</li> <li>d. Literary periods (dates, writers, characteristics, and important developments)</li> <li>e. Contemporary critical approaches</li> <li>f. Extra-literary research</li> </ul>	<p>Analyses Major Paper Midterm Exam Final Exam</p>
<p>(PLO 1) Integrate their literature studies with ongoing reflection and hospitable engagement with a diverse world.</p>	<p>(CLO 3) Analyze the social, cultural, ethnic, gendered, and/or historical contexts of the works and their authors, and connect the texts with their own lives.</p>	<p>Analyses Major Paper Final Exam</p>
<p>(PLO 3) Develop and support close readings of texts using literary theory and terminology.</p> <p>(PLO 4) Articulate the difference between a traditional pedagogical and a modern linguistics notion of language.</p> <p>(PLO 6) Present literary analysis to formal audiences, demonstrating strategies for audience engagement and oral communication of written work.</p>	<p>(CLO 4) Create detailed and informed textual analysis of literary works that analyze several of the fundamental concepts of literary study with mastery increasing beyond the 200 course level.</p>	<p>Explications Major Paper</p>
<p><b>PLO</b></p>	<p><b>CLO</b></p>	<p><b>Assessments</b></p>

## COURSE REQUIREMENTS (1000 pts. Possible)

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- Reading of all assigned works before class time.
- Eight analysis papers (see instructions below) (15%)
- Three oral explications of lyric poetry (10%)
- One research paper prospectus—2 to 3 pages (5%)
- One longer research/critical paper—10 to 12 pages (20%)
- Midterm (20%)
- Final (20%)
- Quizzes and other writings (such as summaries of critical articles), attendance and participation, in-class work (10%)
- Participation and attendance—Will enhance the quality of the class, increase your enjoyment of it, and sway borderline grades. The class will be conducted largely as a seminar, with your active involvement as the crucial element.

PERCENT	GRADE
93-100	A
90-92	A-
88-89	B+
83-87	B
80-82	B-
78-79	C+
73-77	C
70-72	C-
68-69	D+
63-67	D
60-62	D-

## ANALYSIS INSTRUCTIONS

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- Length of each analysis should be 300-350 words
- Pose a significant question of your own on the reading
- Write a one-sentence thesis in answer to the question
- Support the thesis with three paragraphs
- End with a one-sentence concluding statement
- Share your analysis papers orally with the class, seminar-style

## COURSE POLICIES AND PROCEDURES

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**PLNU Academic Accomodations Policy:** If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at [DRC@pointloma.edu](mailto:DRC@pointloma.edu). See [Disability Resource Center](#) for additional information.

**PLNU Academic Honesty Policy:** Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

Plagiarism in any form is a violation of Christian and academic values, will not be tolerated, and will at a minimum result in a failure of the assignment; it may result in failure of the course. The following is the LJML Department Policy on Plagiarism:

*The Department of Literature, Journalism, and Modern Languages deems intellectual and academic integrity to be 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, which includes but is not limited to borrowing another student's work, buying a paper, or using the thoughts or ideas of others as if their own (using information in a paper without citation), commit plagiarism. Students will be held accountable for plagiarized material whether the material was plagiarized intentionally or unintentionally. 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 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.*

**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 and 3 classes for a TTH 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 and 6 classes for a TTH 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. Note: This class meets only once a week, so missing more than two weeks results in de-enrollment.

**Public Discourse:** Much of the work we will do in this class is cooperative, by nature of the class discussions and general feedback given to written work and/projects; thus you should think of all your writing and speaking for and in class as public, not private, discourse. By continuing in this class, you acknowledge that your work will be viewed by others in the class. Thinking of our class work as public and shared also gives us the chance to treat one another with gentleness and compassion.

**Maintaining Your Own Class Schedule through Online Registration:** You will be responsible for maintaining your own class schedule. Should you need to drop this or any course, please remember to drop the course before the deadline. If you need to drop a class, be sure to fill out and submit the official forms; simply ceasing to attend may result in a grade of F on your transcript.

**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.

**Inclusive Language:** Because the Literature, Journalism, and Modern Language department recognizes the power of language, in its essence and in the ways it may be used either for good or for ill, we ask that 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.

**Diversity Statement:** Point Loma Nazarene University is committed to diversity in the classroom, in its publications and in its various organizations and components. Faculty and staff recognize that the diverse backgrounds and perspectives of their colleagues and students are best served through respect toward gender, disability, age, socioeconomic status, ethnicity, race, culture and other personal characteristics. In addition, the department of Literature, Journalism, and Modern Languages is committed to taking a leadership position that calls for promoting a commitment to diversity in and out of the classroom and in the practices of writing, journalism and the study of literature.

#### **Class Sessions, Preparation, Assignments, and Technology:**

- a. This is primarily a seminar/discussion course with some background lectures. Bring your ideas, questions, analysis, and insights to class and share them.
- b. You may use your laptop or tablet only for note-taking, not checking email or other activities. If you are using an electronic device, please let me know and have no other "file" open on your reader other than for note-taking.

- c. **All other electronics must be muted or turned off for the entire class period. No texting! Please put your phone away.**
- d. 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.
- e. 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).
- f. It is your responsibility to see to it that I receive your work.
- g. Always keep electronic copies of your work so that you can provide duplicate copies if you need to.

**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.

**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.).

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

### **Class Schedule - Complete all readings by the assigned days**

**All readings except *Bell in Campo* and those by John Milton are from the Broadview Anthology..**

DATE	IN CLASS COVERAGE	WORK DUE
Week 1		
1/12	Course Introduction; 17th Century Backgrounds: Handout	
Week 2		
1/19	Francis Bacon: essays—"Of Truth" 25-26, "Of Love" 28-29, "Of Travel" 33-39, "Of Studies" 45-46 (Both versions), Selections from <i>Novum Organum</i> , pp. 47-62. Lanyer 76-96; Jonson "To Penshurst" 150-152	<b>Analysis due this week</b>
Week 3		
1/26	Donne—Poetry 102-128, "Devotions upon Emergent Occasions" 128-145 Donne oral explications	<b>Prepare an oral explication for class</b>
Week 4		
2/2	Wroth 230-238 and handout; Speght, 397-406; Makin, 424-433; Fell 704-712	<b>Analysis due this week</b>
Week 5		
2/9	Herrick 309-323; Herbert 363-379; oral explications	<b>Prepare an oral explication for class</b>
Week 6		
2/16	Carew 380-389; Suckling 596-605; Lovelace 764-769; Marvell 829-871	<b>Analysis due this week</b>

Week 7		
2/23	Cavendish 886-900 and <i>Bell in Campo</i> ; Philips 1008-1016; Behn 1098-1110	<b>Analysis due this week</b>
Week 8		
3/2	Behn, continued; Bunyan 953-964	<b>Take-home Midterm Exam DUE</b>
3/6-10	<b>Spring Break—No Classes</b>	
Week 9		
3/16	All Milton Works are from the Oxford edition. Milton - Introduction, viv-xxx; "On the Morning of Christ's Nativity" 3-10; "L'Allegro," "Il Penseroso" 22-30	<b>Prepare an oral explication for class</b>
Week 10		
3/23	Milton "Lycidas" 49-55; Sonnets 80-82; oral explications	<b>Research Paper Proposal Due</b>
Week 11		
3/30	Milton <i>Paradise Lost</i> I-IV, 355-445	<b>Analysis due this week</b>
Week 12		
4/6	Milton: <i>Paradise Lost</i> V-VIII, 446-523	<b>Analysis due this week</b>
Week 13		
4/11	<b>Meet 4/11—Tuesday this week</b> Milton: <i>Paradise Lost</i> IX-XII, 523-618	<b>Analysis due this week</b>
4/13-17	<b>Easter Recess—No Classes</b>	
Week 14		
4/20	Milton: <i>Paradise Regained</i> 619-669	<b>Analysis due this week</b>
Week 15		
4/27	Mary Astell--Handout	<b>Research Paper Due and summaries presented orally in class</b>
Week 16		
5/4	<b>Final Exam—Thursday, 4:30-7:00pm</b> <i>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."</i>	<b>Final Exam</b>