

# LIT 254 – British Writers I

Fall, 2016 / Carl Winderl, Ph.D. / 11:45 - 2:00 T & 9:30 - 11:30 W / Garden Room & TBA

## Texts

**The Norton Anthology: English Literature** – “The Major Authors/Eighth Edition/Volume A.”

M.H. Abrams, General Editor. New York: W.W. Norton & Company, 2006.

Dickens, Charles. **Great Expectations** (1860-1). New York: Bantam Classics, 1981.

## Course Description

British Writers I is designed to provide a cross-section of the major British writers, their genre, themes, and ideas in a survey of classic texts between the 8<sup>th</sup> and 19<sup>th</sup> Centuries.

## Course Objectives

The diligent student will seek to achieve an understanding and awareness of:

- 1 – selected masterpieces of short fiction by writers of English;
- 2 – forms and structures in the short story genre, trends, traditions, and terms;
- 3 – short fiction as an art form;
- 4 – universal themes and issues: e.g., MEN AND WOMEN AND THEIR VALUES;
- 5 – human nature, to thereby understand one’s self and others’;
- 6 – how to write and talk “about” literature by expressing one’s critical reactions.

In addition, this course will enable students to experience the **Institutional Learning Outcomes** as Members of the PLNU Community; they will:

display openness to and mastery of foundational knowledge & perspectives;  
think critically, analytically, and creatively;  
communicate effectively;

demonstrate God-inspired development and understanding of self and others;  
live gracefully within complex professional, environmental and social contexts;

engage in actions that reflect Christian discipleship in a context of communal  
service and collective responsibility;  
serve both locally and globally in a vocational and social setting.

Furthermore, this course will also enable students to experience the **General Education Program Learning Outcomes** as members of this class; they will achieve:

### **Learning: Informed by our faith in Christ**

Students will

- A. Demonstrate effective written & oral communication skills, both as individuals and in groups
- B. Use quantitative analysis, qualitative analysis, & logic skills to address questions & solve problems
- C. Demonstrate effective & responsible use of information from a variety of sources

### **Growing: In a Christ-Centered Faith Community**

Students will

- A. Examine the complexity of systems in the light of the reconciling work of God in Christ
- B. Demonstrate a respect for the relationships within and across diverse communities

### **Serving: In a Context of Christian Faith**

Students will engage in acts of devotion and works of mercy informed by Christian scriptures and tradition, rooted in local congregations, and expressed as love of God and neighbor.

Finally, because of this course, students will be able to:

1. Closely read (**comprehension**, **analysis**) and critically analyze (**analysis**) texts in their original languages and/or in translation.
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. Extra-literary research
3. Connect (**synthesis**,) the works with their own lives and with the social, cultural, and historical contexts of the works and their authors.

### **Course Requirements**

If you wish to master the course material, **CLASS ATTENDANCE** is necessary – imperative if you wish to pass the course with any kind of respectable grade. Rest assured there is an inexplicable correlation between class attendance and grade performance. N. B.: I will take Attendance daily.

The daily **READING ASSIGNMENTS** should be considered as minimum requirements. Read as widely as possible for this course. Individuals differ in reading ability, and some students might be able to read much more than the minimum requirements. Warning!!! Occasional **POP QUIZZES** will be given at the discretion of the instructor.

Each student will be required to compile a body of work known as **ANNOTATED SITE REPORTS**. Briefly, this assignment will be a one-page synopsis of any given work and your real-world connection to it by visiting a site that reveals its literary history; you may pursue a specific connective “idea” by noting cultural or cross-cultural applications through character analysis, plot relevance, setting, tone, site “relevance,” and comparison, or contrast, etc. You will receive in class the required form to use and further instructions for how to compile this body of work. Be it known here, though, that you must complete and hand in five (5) of these literary “visitation” responses, although I will accept up to six (6) of them during the course of the semester; however, I will drop the lowest. You may hand in one (1) and only one (1) per week, and the due date for each is Tuesday or Wednesday at the beginning of class. N.B.: I Do NOT accept Late Papers. So, plan ahead.

In addition to the Annotated Site Reports and occasional Spot Quiz, each student will be required to write a **FORMAL ESSAY** (approximately 550 to 700 words in length) or to make a 15- to 20-minute in-class **LITERARY LANDMARK PRESENTATION** (a one-page outline must, however, be handed in at the time of the presentation). The instructor will provide a list of possible topics, but students desiring to

write an essay or make a presentation on a topic not listed must first consult with the instructor. The essays should, of course, follow the principles of good writing and thinking that was learned in WRI 110, 115, 116, or 120 (or their equivalent) or should follow the principles of good speech making/presenting learned in COM 100 (or its equivalent).

Some suggestions for earning a “Good Grade” on the Formal Essay or the Literary Landmark Presentation and the Annotated Site Reports:

Papers must be typed or printed out by a computer. Please consider your instructor’s eyes and see to it that the type is dark and legible and that the font is simple.

**AVOID PLAGIARISM!!!** Do not copy from Masterplots, SparkNotes, or any other outline or critical source, on-line or otherwise. The instructor reserves the right to challenge or reject any paper which he suspects is not the student’s original work. Any plagiarized work – Formal Essay, Final Exam, Annotated Site Report, Spot Quiz -- will result in an AUTOMATIC “F” for the Course! (Also, see the institutional policy below\*.)

Do not merely summarize, i.e., retell the story. Show your understanding of the contents of the work(s) but show also that you thought about the topic and the related work(s) that you have read/place(s) that you have visited. Be sure that your essay/presentation has a clearly stated thesis. Support any generalizations with specific references to the text/site.

Finally, **NO LATE PAPERS** will be accepted. All Formal Essays are due or all Literary Landmark Presentations must be made by class-time on Wednesday, November 2<sup>nd</sup>. N.B.: Students may always hand in a Formal Essay or Annotated Site Report **early!**

### **Electronic Devices**

Cell phones must be disabled during class (no texting, I-M-ing, etc.), and laptops can only be used for note-taking (in the front row and visible to the instructor, with ***wi-fi disabled***). Other inappropriate use will heavily impact the class participation portion of students’ grades.

**\*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 more 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.

All students are expected to meet the standards for this course as set by the instructor. However, students with learning disabilities who may need accommodations should discuss options with the Academic Support Center during the first two weeks of class. The ASC will contact professors with suggested classroom needs and accommodations. Approved documentation must be on file in the ASC prior to the start of the semester. These qualified students should also discuss available options and alternatives with the instructor during the first two weeks of the semester and provide approved documentation and verification of need. In addition, the Academic Support Center is available to students for a variety of tutorial and curricular needs.

## Assessments and Measurements

The Final Grade for this course will be determined on the following basis:

Mid-Term – 50 points . . . . .	50
Final Examination – 50 points . . . . .	50
Annotated Site Reports – 10 points each . . . . .	50
Formal Essay / Literary Landmark Presentation . . . . .	50
Quizzes and Class Participation – 50 points . . . . .	<u>50</u>
Possible Total Number of Points . . . . .	250

In addition, the Final Grade can be affected positively or negatively by the following factors:  
 + + + + faithful attendance in class and active participation in discussions and “activities”;  
 - - - - - excessive absences, inattention in class, general lack of interest and punctuality.

[For THE SCHEDULE OF ASSIGNMENTS listed below under the **Course of Study**, all authors can be found in the texts, The Norton Anthology: English Literature and Great Expectations. The assigned reading for any given day should be read **prior to** attending class on that given day. Keep in mind also that the syllabus is a contract between the student and the instructor. The student is responsible for keeping this document and for referring to it for daily assignments. Losing the syllabus or failing to consult it is no excuse for being unprepared for class. Finally, the **Course of Study** is subject to change for a variety of reasons, at the instructor’s discretion.]

## Course of Study

- Tuesday, August 9<sup>th</sup> . . . . . Introduction to the Course  
Great Expectations, chapters 1 - 6
  
- Tuesday, August 16<sup>th</sup> . . . . . “The Dream of the Rood”; Beowulf  
Great Expectations, chapters 7 - 10
  
- Tuesday, August 23<sup>rd</sup> . . . . . Sir Gawain and The Green Knight  
Great Expectations, chapters 11 - 15
  
- Tuesday, August 30<sup>th</sup> . . . . . The Canterbury Tales  
Great Expectations, chapters 16 - 21
  
- Tuesday, September 6<sup>th</sup> . . . . . Julian of Norwich and Sir Thomas Malory  
Great Expectations, chapters 22 – 27

Tuesday, September 13<sup>th</sup> . . . . . Edmund Spenser

Great Expectations, chapters 28 – 33

Wednesday, September 20<sup>th</sup> . . . William Shakespeare; Queen Elizabeth; Mary Sidney Herbert; Aemilia  
Lanyer

Great Expectations, chapters 34 - 39

Wednesday, October 5<sup>th</sup> . . . . . **Mid-Term**

Wednesday, October 12<sup>th</sup> . . . . . John Donne and George Herbert

Great Expectations, chapters 40 - 7

Wednesday, October 26<sup>th</sup> . . . . . John Milton

Great Expectations, chapters 48 - 54

Wednesday, November 2<sup>nd</sup> . . . Jonathan Swift

Great Expectations, chapters 55 - “The Original Ending”

**Formal Essay/ Literary Landmark Presentation due IN CLASS**

Wednesday, November 9<sup>th</sup> . . . . Samuel Johnson and Frances Burney

Tuesday, November 15<sup>th</sup> . . . . . **FINAL EXAMINATION . . . 2:30 - 4:30**

Instructor: **Carl Winderl, Ph.D.**

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Office: **TBA . . .**

Office Hours: **Monday & Wednesday 1:30 – 2:30 . . . and by appointment**