

English 260, section 1
Fall 2004
MWF 10:00-10:50
Palmer 210

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Office hrs: MW 12:00-12:50,
TTh 3:30-4:45 & by appt.

Survey of English Literature I

This course has two main goals:

First, it aims to introduce you to the history of literature written in English, from Beowulf to the eighteenth century. As we read several important works from medieval and early modern literature, we will often focus particularly on this literature's genres (like epic, romance, and tragedy) in order to learn about the different uses that writers made of literary conventions, and about the expectations and interests of medieval and early modern readers.

This course is also intended to give you practice in doing close analyses of literature, paying attention not only to the content of a text but also to the texture of its language and its figures of speech. Ideally, in this course you will learn not only about the broad expanse of the history of literature, but you will also develop your ability to read closely and carefully.

Required text: The Norton Anthology of English Literature, vol. 1 (7th ed.)

Recommended text: John R. Trimble, Writing with Style (2nd ed.)

Course requirements:

Three essays (4-5 pp.)	60%
Midterm	10%
Final	15%
Quizzes and participation	15%

On the reading for the day: On some days the reading assignment is many pages of prose; on other days, it is only a few poems. An apparently shorter reading assignment is usually an indication that the material is denser and requires especially close attention. The reading for this class is difficult, estranged as it is from our culture by hundreds of years; take the time to read slowly and carefully enough that you understand it, making notes about things that seem strange or confusing. Also, while I do not anticipate changes to the course reading schedule, if there are any changes, I will notify you of them well in advance.

On quizzes: I will examine you on your comprehension of the reading often over the course of the semester.

On participation: A class is a collaborative enterprise. You are expected to read assignments before class and to be ready to discuss them. You must also post responses to the course discussion board on WebCT at least four times over the course of the semester (at least once by September 10). You and a partner must also take responsibility for starting the class discussion once; I will give you a handout detailing this assignment within the first week of the semester.

On email accounts: Please check your email daily, because on occasion I will use email to distribute discussion questions or reading notes that might be helpful.

Policies: Please note the “Expectations and Policies” statement on the back page of the syllabus for the general policies of the English department regarding attendance, deadlines, and plagiarism. Below are more precise explanations of the policies for this class:

Attendance: You may miss three classes during the semester without penalty. While I am willing to excuse absences for events like religious holidays and athletic competitions away from campus, I may require a written excuse. Missing more than three classes may hurt your final grade. Missing more than six classes is grounds for failing the course. If you feel that you will not be able to satisfy this course requirement, you should schedule a meeting with me as soon as possible.

Late work: All papers must be turned in on time. Late papers will lose one-third of the grade for each day they are late. That is, a B becomes a B-, and so forth.

Grading scale: Essays and the final grade are calculated on scale from A to F, including pluses and minuses in between. We will discuss criteria for papers in class, but in short, a grade of “A” indicates excellent work, a “B” is a good grade, and “C” is not a failing grade.

Tardiness: Repeatedly arriving late to class may harm your participation grade. Please come to class on time with your book. Also, if you come to class without your book, I reserve the right to dismiss you from class.

Disabilities: If you have a documented disability and wish to receive academic accommodations, please contact the Office of Student Disability Services as soon as possible.

Schedule of Assignments:

Most of the readings for this course will come from the Norton Anthology. On occasion, I will also provide some historical context for our readings in the form of a handout, or I will direct you to some of the auxiliary resources in the Norton Online Archive (www.wwnorton.com/nael).

W	Aug	25	Introduction to the course; reading the Bible in Old English
F	Aug	27	Introduction to Old English literature (4-6, 19-20); <u>Beowulf</u> (29-60)
M	Aug	30	<u>Beowulf</u> (60-99)
W	Sept	1	<u>Beowulf</u> ; <u>The Dream of the Rood</u> (26-28); <u>The Battle of Maldon</u> (103-09)
F	Sept	3	Introduction to the fourteenth century (10-12); <u>Sir Gawain and the Green Knight</u> , parts 1 and 2 (up to l. 762)
M	Sept	6	Labor Day
W	Sept	8	<u>SGGK</u> parts 2 (from l. 763) and 3 (up to l. 1892)
F	Sept	10	<u>SGGK</u> , parts 3 (from l. 1893) and 4
M	Sept	13	Introduction to Chaucer and the <u>Canterbury Tales</u> (210-15); The General Prologue to the <u>Canterbury Tales</u> , ll. 1-232 (210-20)
W	Sept.	15	The General Prologue to the <u>Canterbury Tales</u> , ll. 233-860 (220-35)
F	Sept	17	The Miller's Prologue and Tale (235-52); Essay 1
M	Sept	20	The Wife of Bath's Prologue (253-72)
W	Sept	22	The Wife of Bath's Tale (272-81)
F	Sept	24	The Pardoner's Prologue and Tale (281-96)
M	Sept.	27	<u>FQ</u> I.i (628-41)
W	Sept	29	<u>FQ</u> , Summary of Book II; <u>FQ</u> III.i and III.vi (783-800, 826-39), and read the summaries of III.ii-v
F	Oct	1	<u>FQ</u> , Summaries of III.vii-x (839); III.xi-xii (840-63)
M	Oct.	4	Wyatt, "Whoso list to hunt" (527), "They flee from me" (529); Queen Elizabeth "On Monsieur's Departure" (595); Sidney, <u>Astrophil and Stella</u> 1 (917), 15 (920), 45 (923); Wroth, <u>Pamphilia to Amphilanthus</u> 68 (1430)
W	Oct	6	Shakespeare, Sonnets 1, 15, 18, 126, 135, 138
F	Oct	8	Midterm
M	Oct	11	Donne, "The Sun Rising" (1239), "The Canonization" (1240-41), "Air and Angels" (1243), "A Valediction: Of Weeping" (1248), "The Relic" (1253-54)

W	Oct	13	Herbert, "Redemption" (1597), "Affliction 1" (1599-1601), "Jordan 2" (1605-06), "The Flower" (1610-12), "Discipline" (1613)
F	Oct	15	Marvell, "The Nymph Complaining for the Death of Her Fawn" (1688-91), "The Definition of Love" (1692-93), "The Picture of Little T. C." (1693-94), "The Garden" (1698-1700)

Fall Recess

W	Oct	20	<u>Everyman</u> (445-67)
F	Oct	22	<u>Doctor Faustus</u> , prologue-chorus 2 (990-1009)
M	Oct	25	<u>Doctor Faustus</u> , scene 7-epilogue (1009-23); Essay 2
W	Oct	27	<u>King Lear</u> , 1.1-2.2 (1106-39)
F	Oct	29	<u>King Lear</u> 2.3-3.7 (1139-62)
M	Nov	1	<u>King Lear</u> 4.1-5.3 (1163-89)
W	Nov	3	<u>King Lear</u>
F	Nov	5	<u>Paradise Lost</u> 1
M	Nov	8	<u>Paradise Lost</u> 2.1-505, 3.1-415
W	Nov	10	<u>Paradise Lost</u> 4.1-113, 179-83, 288-535, 610-775
F	Nov	12	<u>Paradise Lost</u> 8.250-653
M	Nov	15	<u>Paradise Lost</u> 9.180-1189
W	Nov	17	<u>Paradise Lost</u> 10.710-1103, 12.466-649
F	Nov	19	Dryden, <u>Annus Mirabilis</u> (2071-74), <u>Mac Flecknoe</u> (2099-2105)
M	Nov	22	Equiano, <u>The Life of Olaudah Equiano</u> (2812-17); Behn, <u>Oroonoko</u> (2165-67, 2170-88)

Thanksgiving

M	Nov	29	Behn, <u>Oroonoko</u> (2188-2215)
W	Dec	1	Swift, "A Description of a City Shower" (2300-01), "Verses on the Death of Dr. Swift" (2301-12), <u>Gulliver's Travels</u> , Part 1, chapter 1 (2331-40)
F	Dec	3	Swift, <u>Gulliver's Travels</u> , Part 1, chapters 2-8 (2340-72); Essay 3
M	Dec	6	Pope, <u>The Rape of the Lock</u> (2525-44)
W	Dec	8	Goldsmith, <u>The Deserted Village</u> (2857-67); Crabbe, <u>The Village</u> (2867-74)
F	Dec	10	Final Exam , 5:30 pm

Criteria for Essays and Other Papers

A: Reserved for papers showing the highest quality of insight, organization, and style. It presents sophisticated ideas in an interesting way, with a clearly articulated thesis and a style capable of expressing complex ideas effectively. It should be virtually without errors of spelling or grammar.

B: Typically, a paper that presents sound ideas in an effective way and employs a clear style appropriate to college-level writing. It should have few errors, if any.

C: Usually, a paper that expresses competently ideas that fail to go beyond the obvious or the commonplace. Often a C paper gives the impression of “going through the motions.” It will fail to engage the reader because it failed to engage the author. It may contain some errors, but not many, and not serious ones.

D: A paper that lacks a clear point of view or fails to develop an argument, often because the author’s grasp of the material is at best superficial. Usually the style is also ineffective and may be marred by mistakes of a relatively serious nature.

F: An unacceptable paper; it may show a failure to understand the subject, or it may be poorly written, with many mistakes. Often it is the product of obvious haste, written without serious thought or effort.