

## ↳ The Literature of England from the Anglo-Saxon Period through the Eighteenth Century ↵

ENGL 2322-40 CID 0844 Turnitin 2563605

Spring 2009

Mark Bernier

Academic O-3

Conference hours: during lunch

TR 9:41 - 11:16 a.m.

Navasota High School

[www.blinn.edu/humanities](http://www.blinn.edu/humanities)

[mbernier@blinn.edu](mailto:mbernier@blinn.edu)

979 830 4412

### Course Description

English 2322: The Literature of England from the Anglo-Saxon Period through the Eighteenth Century introduces the student to the principal authors, works, and trends that comprise the canon of British literature from the Anglo-Saxon Period through the Eighteenth Century. Papers required. Prerequisites: English 1301 and English 1302. Three class hours per week; credit: three semester hours.

### Course Objectives

The student's investigation of British literature involves the study of six literary periods—The Anglo-Saxon Period, The Middle Ages, The Sixteenth Century, The Early Seventeenth Century, The Restoration, and The Eighteenth Century. Students will become familiar with the cultural and historical circumstances—especially the political, social, and religious circumstances—that influenced both the writers and the literature of each of these periods; students will begin to recognize the characteristics of each of the literary genres that have become synonymous with specific literary periods; and they will learn to appreciate the distinctive and/or representative aspects of an individual and his work that make that work significant in the development of British literature in particular and of literary expression in general.

ENGL 2322 is a Core Course in the forty-two-hour Core of Blinn College. As such, students will develop proficiency in the appropriate Intellectual Competencies, Exemplary Educational Objectives, and Perspectives. For more information, see [www.blinn.edu/corecurriculum.htm](http://www.blinn.edu/corecurriculum.htm).

### Texts

Abrams, M. H., et al., eds. The Norton Anthology of English Literature. 8th ed. Vol. 1 (A, B, C). New York: Norton, 2006.

Fowler, H. Ramsey, and Jane E. Aaron. The Little, Brown Handbook. 10th ed. New York: Longman, 2007

Standard college-level dictionary.

Literary terms with full definitions and explanations are found in Harmon and Holman's A Handbook to Literature 6e-8e, several copies of which can be found in the library.

Translations of Chaucer's Tales are many and of varying quality. The library has several copies of Hooper's dual-language, interlinear translation, which should serve nicely.

### Course Requirements

The student is required to bring the anthology and a "real" dictionary to class daily.

The student will compose and submit

- two MLA-format working bibliographies (associated with the research paper);
- one MLA-format annotated bibliography (associated with the research paper);
- one 2000+ word (text) minimum documented research paper (two copies); and
- a cumulative in-class essay as part of the final examination.

In addition to preparing for the **three scheduled major exams and a final examination**, the student should prepare himself for a few unannounced quizzes.

**NB: All writing assignments must be submitted in order for the student to earn credit for the course; the 2000+ word documented research paper must reflect a sincere effort in order for the student to earn credit for the course. The anthology, a college-level dictionary, a highlighter, and appropriate writing materials must be brought to class daily. Any assignment not meeting minimum requirements will not be read and will earn a zero.**

### Grade Determination

quizzes, participation, note-taking, and conferences: date:_____ date:_____	10%
major examinations	35%
working bibliographies	10%
annotated bibliography	10%
documented term paper (submit two copies): <i>passing grade on term paper required to pass course</i>	20%
final examination	15%

### Tentative Due Dates

3 February	first major examination
3 March	first working bibliography
10 March	second major examination
26 March	second major bibliography
16 April	third major examination
28 April	annotated bibliography
7 May	term paper (two copies)
11-14 May	final examination

## Due Dates

No late work is accepted without severe penalty unless the student and the instructor agree on a different due date well in advance of the original due date. Unless otherwise indicated, all assignments are due at the beginning of the class. Severe penalty means one letter grade off for each calendar day the assignment is late.

## Class Attendance: Class Attendance and Participation Are Expected

The College District believes that class attendance is essential for student success; therefore, students are required to promptly and regularly attend all their classes. Each class meeting builds the foundation for subsequent class meetings. Without full participation and regular class attendance, students shall find themselves at a severe disadvantage for achieving success in college. Class participation shall constitute at least ten percent of the final course grade. It is the responsibility of each faculty member, in consultation with the division chairperson, to determine how participation is achieved in his or her class. Faculty will require students to regularly attend class and will keep record of attendance from the first day of class or the first day the student's name appears on the roster through the final examination meeting. If a student has one week's worth of unexcused absences during the semester, he or she will be sent an e-mail by the College requiring the student to contact his or her instructor and schedule a conference immediately to discuss his or her attendance issues. If the student subsequently accumulates two weeks' worth of unexcused absences, he or she will be administratively withdrawn from the class.

**NB:** The instructor is not responsible for ensuring that the student who elects not to attend class and who chooses not to complete a Change of Registration Card is dropped from this course. It is the student's responsibility to officially drop the class. The student should check the academic calendar for Last Day to Drop dates. The student accruing six hours of absences during the course of a long or short academic term is well on the way to ensuring his or her failing the course.

**NB:** This instructor views arriving to class late and, especially, leaving class before it is dismissed inexcusable. A student should not expect to successfully complete the course if he or she chooses not to attend class. Arriving late is grossly inconsiderate and inappropriate. Repeated tardiness can negatively affect a student's performance in this class. Leaving the room before class is dismissed—except in extremely dire circumstances—is also grossly inconsiderate and inappropriate and can negatively affect a student's performance in this class.

Conference [office] hours are reserved for students who come to class on a very regular basis: These students are encouraged to seek clarification or to pursue a line of questioning stemming from either classroom discussion or individual reading. If, however, the student's need for a conference is more along the lines of academic progress, the student—no matter how many classes he or she might have missed—should come by to discuss viable options.

Because the nature of the course and the nature of the presentation both invite classroom discussion, any potential impediment to the free flow of ideas cannot be allowed; therefore, **no mechanical recording of class meetings is allowed**. See instructor.

## Scholastic Dishonesty

Pride of accomplishment is the boon of any academic achievement. It should be the goal of each student to put forth the best effort possible for each assignment; progression toward better writing is the reward of diligent application to the tasks assigned. The student who demonstrates a lack of integrity by seeking academic gain (good grades, scholarships, etc.) through avenues that circumvent the rigors and rewards of truthful scholarship will be, at some point, thwarted and ill-prepared to work within an honest system.

College policy maintains that it is "the responsibility of instructors to maintain scholastic integrity at Blinn College by refusing to tolerate any form of scholastic dishonesty. [. . .] If there is compelling evidence that a student is involved in cheating or plagiarism, the instructor should assume responsibility and address the infraction" (2008-2009 Blinn College Student Handbook 52).

Any degree of plagiarism appearing in any assignment submitted by the student will earn that student a zero for that assignment. Egregious plagiarism may result in the student's failing the course. The 2008-2009 Blinn College Student Handbook states that "sanctions may be imposed by the instructor and the division chairman: an appropriate grade penalty ranging from a grade of zero on the assignment/examination up to and including the imposition of an F for the entire course" (54). For clarification of the concept, see Joseph Gibaldi's MLA Handbook for Writers of Research Papers, 6th edition, which is available for in-library use at the circulation desk, and/or The Little, Brown Handbook 10e, chapter 45. And because the numerical equivalent for an F earned for an honest paper is 50, it is better to submit a poor paper than to submit a plagiarized paper.

Blinn Board Policy FLB (Local) defines plagiarism as the "appropriating, buying, receiving as a gift, obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own written work." All students should be aware of the several different types--not levels--of plagiarism, including the failure to properly indicate directly quoted passages, phrasings, or significant wordings as such by the proper use of quotation marks, as well as other failures, including misattribution of cited material, as early as possible in the semester. Students should also be made aware that collusion is considered to be as egregious an offense as plagiarism is.

Blinn Board Policy FLB (Local) defines collusion as the "unauthorized collaboration with another person in preparing written work for fulfillment of course requirements."

**Manuscript Form**

All papers should be written in dark ink or typed (dark ribbon, etc.) on standard-size paper—one side only—in accordance with the MLA format as outlined in the MLA Handbook for Writers of Research Papers, 4th, 5th, or 6th edition. (See LBH and hand-outs.) Handwritten papers must exhibit an understanding of the MLA format, including adherence to margin requirements. All bibliographies and works-cited pages, as well as the researched essays, must be typed. Papers must be argued from the third-person and in the literary present tense. All essays and papers submitted must have a title that is both appropriate and adequate. English 2322 is not a course in creative writing; Be certain that the paper's title indicates fully the paper's contents. **No staples; use a paper clip. Do not align right.**

NB: Writing assignments should be idiomatically and grammatically correct; spelling and punctuation errors should not appear in final drafts. See Grading Standards. Literary analyses should be presented in the third-person and in the present tense; papers using first- and/or second-person pronouns will receive a significant grade reduction.

In that enrollment in English 2322 is predicated on the student's having successfully completed English 1301 and English 1302 and on his ability both to follow directions and to use a writing handbook, careless proofreading, indifferent editing, and/or non-compliance with the MLA format for documenting research papers—as presented in class—will not earn the student a passing grade for the assignment marred by any of these failings. The paper's content alone will not serve to carry a poor presentation. See Grading Standards.

**Students with Disabilities**

Students with documented disabilities may seek support from Blinn College's Office of Disability Services. Students are encouraged to contact this office as early as possible to initiate services. The Office of Disability Services (ODS) provides direct services and makes appropriate referrals to resources on and off campus. Students with documented disabilities requiring academic accommodations in the classroom or in testing situations must self-identify and provide current, appropriate documentation of the disability to the ODS. Information, education, and consultation about specific disabilities are available to interested parties on request. For answers to specific questions or to request an information packet contact ODS at 979 830-4157.

**Decorum / Civility Statement**

Members of the Blinn College community, which includes faculty, staff, and students, are expected to act honestly and responsibly in all aspects of campus life. Blinn College holds all members accountable for their actions and words. Therefore, all members should commit themselves to behav[ing] in a manner that recognizes personal respect and demonstrates concern for the personal dignity, rights, and freedoms of every member of the College community, including respect for College property and the physical and intellectual property of others. If a student is asked to leave the classroom because of uncivil behavior, the student may not return to that class until he or she arranges a conference with the instructor; it is the student's responsibility to arrange for this conference.

**Other Considerations****NO LAPTOPS**

The Internet cannot be considered a final, authoritative source of information; therefore, the Internet and information obtained therefrom should not contribute to any aspect of the research for any paper associated with this course unless it has been cleared with the instructor well beforehand.

The student will be held responsible for all assignments, even reading assignments not actually discussed during scheduled class meetings. Class meetings are designed to further understanding; therefore, class time will be spent exploring—not explaining—the assigned reading. In short, the student must come to class prepared to discuss any and all aspects of the assigned reading. Active participation is expected.

The student should bring to the classroom setting notebook paper, highlighter(s), functioning pen, dictionary, the anthology, and all handouts. The student should not at any time rely on borrowing; borrowing will be construed as a sign of ill-preparedness, which, in turn, affects the student's participation grade. Active participation is expected.

All the functions of all personal electronic devices designed for communication and/or entertainment (cell phones, pagers, beepers, iPods, and similar devices) [as well as any corresponding laptop functions] must be turned off and kept out of sight in all Blinn College classrooms and associated laboratories. Exempted students are expected to set the emergency-use devices on silent or vibrate mode only.

Consumption of food and drinks is not allowed in Blinn College's library, classrooms, and labs.

**Additionally**

Please allow for the passage of ten days' time before expecting the return of major written assignments.

**The Writing Room** provides, free of charge, a supportive, non-directive environment for all students at any stage of the writing process. Located in room 14 of the Academic Building, The Writing Room, while not providing proofreading or editing services, does provide activities for idea invention, computers and computer programs that simplify the task of composing, reference books to help students find the answers to their questions, and English consultants to offer feedback to students as they learn to identify both the strengths and weaknesses of their own writing. While computers in The Writing Room are available on a walk-in basis, students are encouraged to make appointments in advance to meet with Writing Room consultants.

### Grading Symbols for Compositions and In-Class Essays

Editing symbols and chapter-section references used in the marking of student papers are found on the end sheets in The Little, Brown Handbook, eighth or ninth edition. The following common, inexcusable errors, absent from **A** and **B** papers, occur infrequently in **C** papers and guarantee, when they occur with any frequency, the paper's earning a **D** at best.

agr; s-v; p-a	= error in subject-verb or pronoun-antecedent agreement	Chapter 15a	-	15b
ap	= apostrophe needed or misused	30a	-	30d
cs	= comma splice	18a	-	18b
frag	= sentence fragment	17a	-	17d
fs; r-o; ro	= fused sentence; run-on sentence	18c and		28; 29
HUH?	= indecipherable intention, purpose, or meaning			
ref	= error in pronoun reference and/or shift, including the "indefinite you"	19a	-	19f
<b>SLN</b>	= see lecture notes! (for which you are always responsible)			
sp	= misspelled word	41		
vb	= error in verb form or verb tense	14a	-	14h
ww	= wrong word	38		
wc	= word choice: perhaps a synonym study, not a thesaurus, is the appropriate resource!			

### Grading Criteria for Papers and In-Class Essays

The **A** paper represents original outstanding work; it shows careful thought, fresh insights, and stylistic maturity. Having practically no mechanical errors to distract the reader, it is free of jargon, clichés, and other empty language. Word choice is marked by a high degree of precision and a varied, advanced vocabulary; sentences are structured in a manner that creates interest and rhetorical power. The tone is appropriate for the designated audience. The reader moves through the **A** paper effortlessly because of its effective transitions, lucid organization, and thorough, purposeful development. Having finished, the reader feels that he has learned something, that he has received some unexpected and welcome illumination. In the **A** paper all research material is correctly documented, and formatting adheres to current standards of the Modern Language Association. Directly quoted passages are gracefully integrated into the text with appropriate attribution.

The **B** paper is significantly more than competent. Besides being almost free of mechanical errors, the **B** paper delivers substantial information and makes cogent, fresh arguments—that is, in both quality and interest-value. Its specific points are logically ordered, well developed, and supported, and unified around a clear organizing principle that is apparent early in the paper. The **B** paper's relatively few syntactic, usage, and mechanical errors do not seriously distract the reader, but the language, while neither trite nor bureaucratic, probably lacks the candor and the precision of the most memorable writing. Its transitions, while appropriate, emphasize the logical turnings of the writer's mind, making the reader occasionally more aware of the efforts taken to unify and control an idea than of the idea itself. In the **B** paper all research material is correctly documented, and formatting adheres to current standards of the Modern Language Association. Directly quoted passages are integrated into the text with appropriate attribution.

The **C** paper represents average college-level work. It is a competent expression of ordinary thoughts in ordinary language; its **content/focus** is general, commonplace, or trivial, or not adequately related to the assignment; its **development** is vague, incomplete, or inconsistent; its **organization** lacks adequate or appropriate transitions or relation of ideas. The **C** paper, in addition to meeting all the requirements of the assignment, exhibits a **writing style** that is basically correct and is marred by a relatively few syntactic, usage, and mechanical errors. By relying on generalities rather than precise, illustrative details, the writer of a **C** paper leaves the reader feeling not much better informed than when the reader first picked up the essay. In the **C** paper all research material is correctly documented, and formatting adheres to current standards of the Modern Language Association. Directly quoted passages are integrated into the text with appropriate attribution.

The **D** paper has only skeletal development and organization. Its serious mechanical errors, together with the awkwardness and ambiguity of its sentence structure, make the reader feel slighted, as if his or her time and attention were of little concern to the writer.

**NB:** A paper exhibiting major weaknesses in any specific area—**content, development, organization, grammar and mechanics, documentation conventions, writing style**—or, indeed, a failure to address the assignment is usually considered, at best, a **D** paper.

As writing that falls below minimum standards for college-level literacy, the **F** paper shows a lack of thought and purpose, little or no organization, numerous mechanical errors, and a garbled or immature style. Sometimes inadequacy in one area is enough to fail a paper—the writer, for instance, may not have control of punctuation, producing fragments or comma splices in almost every paragraph; however, serious weaknesses usually occur in several areas of concern.

A paper should earn the grade **zero** if it contains plagiarized content in any form, including the failure to acknowledge the source of any borrowed material (summarized, paraphrased, and directly quoted) and unmarked exact wording (directly quoted from either a primary or a secondary source), whether a specific well-chosen word, a phrase (two or more words), a clause, or full sentence(s). A paper can earn a **zero** if it does not address the assigned topic or if directions have been either ignored or not followed.

A	95	B+	88	C	75	D+	68	F	50
A-	91	B	85	C-	71	D-	61	F-	25

## The Term Paper: A Brief Overview

The assignment calls for a final product that exhibits a familiarity with research methods and the MLA format. The final product, a typed 2000-word critical investigation of a representative Elizabethan drama (all topics must be approved), should reflect an understanding of a **single** aspect of an author's work, e.g., his or her characterization technique, his or her use of setting, irony, etc. as it contributes to the presentation of the drama's thematic concern(s). The authors and dramas eligible are restricted to those not found in the Norton anthology. The paper must reflect the student's use of library-housed scholarly journals (not reference volumes), as outlined below and as explained during lecture. The 2000-word text of the paper and its works-cited page should meet the following criteria. The paper

- must be argued in the third-person and in the literary present tense;
- must have a clearly stated thesis within a well-constructed, informative introduction;
- should be free from fragments, awkward sentencings, comma errors, misspellings, errors in subject-verb agreement and pronoun-antecedent agreement, and other egregious errors in mechanics and grammar;
- should have an average of two or three documented supporting passages (primary or secondary) per typed page;
- must exhibit a sixty-forty--**favoring the PRIMARY source**--balance of documented support passages;
- should not rely—to any extent--on information gleaned from the Internet;
- should not rely on excessively long quoted passages;
- should exhibit the correct use and placement of ellipsis points ( [ . . . ] ): note that they are spaced;
- must have a conclusion of adequate length and content, one that successfully sums up the argument;
- must have a works-cited page that, along with the text of the paper, reflects the effective use of no fewer than five critical articles from journals or from collections of articles and essays; however, biographical and/or critical overviews and selected criticism such as those found in reference volumes published by Magill's and Gale **ARE NOT ELIGIBLE**; full-text downloads from databases are discouraged. (See instructor on these delimiters.);
- must have a works-cited page that exhibits the correct bibliographic form for journal articles and essays that have been reprinted: See handouts for models (LBH does not offer sufficient modeling); and
- must have a minimum of eight entries in the list of works cited, including primary source; no cross-referencing.

Please refrain from submitting cover sheets and folders of any type. Do not staple final product; please use a paper clip. The MLA Handbook for Writers of Research Papers and the MLA Style Manual are very clear on these matters. Two copies--one edited (SLN) and one clean—are to be submitted.

**A passing grade on the 2000+ word term paper is required for the student to earn credit for the course.**

### Tentative Course Outline and List of Readings

**NB:** The student is responsible for not only the actual text of each assigned reading but also for any introductory material associated with the reading; the student is also responsible for understanding the vocabulary found in the readings, the very words (familiar and unfamiliar to the student) that constitute the authors' written expression.

R	15 January	The Middle Ages to ca. 1485 and the Old English Period The nature of translating; Old English prosody	1-23
T	20 January	Seamus Heaney's translation of the <u>Beowulf</u> -poet's <u>Beowulf</u> The <u>Beowulf</u> -poet's <u>Beowulf</u>	29-100
R	22 January	The <u>Beowulf</u> -poet's <u>Beowulf</u>	29-100
T	27 January	The <u>Beowulf</u> -poet's <u>Beowulf</u>	29-100
R	29 January	"The Dream of the Rood" "The Wanderer" "The Battle of Maldon" Bede's ["The Story of Caedmon"] Medieval Ballads "Lord Randall," "Bonny Barbara Allan," "The Three Ravens," "Sir Patrick Spens"	27-29 111-13 handout 23-26 2898-99 2899~904
T	3 February	major examination	
R	5 February	John Dryden's ["In Praise of Chaucer"] Geoffrey Chaucer, ca. 1343-1400, and background Geoffrey Chaucer's <u>Canterbury Tales</u> : <u>General Prologue</u>	2132-33 213-17 218-38
T	10 February	Geoffrey Chaucer's <u>Canterbury Tales</u> : <u>General Prologue</u>	218-38
R	12 February	Geoffrey Chaucer's <u>Canterbury Tales</u> : <u>General Prologue</u>	218-38

T	17 February	Chaucer's Prologue to <u>The Miller's Tale</u> and <u>The Miller's Tale</u>	239-55
R	19 February	Chaucer's Prologue to <u>The Pardoner's Tale</u> and <u>The Pardoner's Tale</u>	284-98
T	24 February	Chaucer's Prologue to <u>The Wife of Bath's Tale</u>	256-75
R	26 February	Mystery and Morality [and Miracle] Plays <u>The Second Shepherds' Play</u> <u>Everyman</u>	406-07 407-35 463-84
T	3 March	Thomas Malory, ca. 1405-1471 Malory's <u>Morte Darthur</u> : [The Death of Arthur] and [The Deaths of Lancelot and Guinevere]	438-39 448-56
R	5 March	The Sixteenth Century, 1485-1603 Faith in Conflict The Wider World Thomas More, 1478-1535 Thomas More's <u>Utopia</u> : selections from Books 1 and 2	485-513 616-17 927-43 518-21 521-89
T	10 March	major examination	
R	12 March	Sir Philip Sidney, 1554-1586 Sidney's sonnets from <u>Astrophil and Stella</u> : nos. 1, 2, 5, 6, 7, 71, 108	947-48 975~92
T	24 March	Edmund Spenser, 1552-1599 Spenser's sonnets from <u>Amoretti</u> : nos. 1, 34, 64, 65, 75, 79	705-08 903~07
R	26 March	Spenser's <u>Faerie Queene</u> : A Letter of the Authors, and Proem & Canto 1 of the First Booke	714-32
T	31 March	Christopher Marlowe, 1564-93 Marlowe's <u>The Tragical History of Doctor Faustus</u>	1002-04 1022-57
R	2 April	William Shakespeare, 1564-1616 Shakespeare's sonnets nos. 1, 3, 15, 29, 30, 55, 73, 116, 138	1058-61 1061~77
T	7 April	William Shakespeare's <u>The Tragedy of King Lear</u>	1139-1227
R	9 April	William Shakespeare's <u>The Tragedy of King Lear</u>	1139-1227
T	14 April	William Shakespeare's <u>The Tragedy of King Lear</u>	1139-1227
R	16 April	major examination	
T	21 April	The Early Seventeenth Century, 1603-1660 Science and the World of Self Francis Bacon, 1561-1626 Bacon's "Of Marriage and the Single Life," "Of Superstition," both "Of Studies" Thomas Hobbes 1588-1679 <i>from</i> <u>Leviathan</u>	1235-59 handout 1550-51 1553~63 1594-95 1596-1605
R	23 April	Robert Herrick's "Delight in Disorder," "To the Virgins, to Make Much of Time" Richard Lovelace's "To Lucasta, Going to the Wars" and "To Althea, from Prison" Andrew Marvel's "To His Coy Mistress," "The Mower's Song" John Donne, 1572-1631 Donne's "The Flea," "Love's Alchemy," "A Valediction Forbidding Mourning"	1656~60 1682~84 1703-04 1260-62 1263~76
T	28 April	Donne's Holy Sonnet 10, Holy Sonnet 14 Donne's Meditation 17 John Milton, 1608-74 Milton's <u>Paradise Lost</u> : Introduction, Book 1	1297-98 1305-06 1785-89 1830~1998
R	30 April	Milton's <u>Paradise Lost</u> : Books 1 and 9	1830~1998
T	5-7 May	Jonathan Swift, 1667-1745 Swift's "A Description of a City Shower" Alexander Pope, 1688-1744 Pope's <u>The Rape of the Lock</u>	2301-03 2303-04 2493-96 2514-32
T	12	Thomas Gray's "Elegy Written in a Country Churchyard"	2867-70