

**ENGLISH 205: ENGLISH LITERATURE I**

16-week class beginning August 26 and ending December 15

**Prof. Katherine Boutry**

**Section #4030**

Meets: **WEDNESDAYS** from **6:45- 10:00 pm** in **GC A150**

Office Hrs.: M,W 1-2:45 pm, & by appointment, Office: **GC 210F**

Email: [boutryk@wlac.edu](mailto:boutryk@wlac.edu) (not for submitting assignments)

**Course Description**

This survey of English literature begins with Beowulf and continues through the eighteenth century with special emphasis on major authors and works. The writing of critical papers is required. Prerequisites: English 101, English 102, 3 Units: UC:CSU

**Course Texts****Required:**

- *The Norton Anthology of English Literature: Volume A* ISBN 978-0-393-92830-3. Many used copies of this text are available at amazon.com. You may also find the readings from other sources. Follow the syllabus and plan ahead.
- Shakespeare, *Henry V* available for free download at: <http://shakespeare.mit.edu/henryv/full.html>
- John Gay, *The Beggar's Opera* free download at: <http://www.fullbooks.com/The-Beggar-s-Opera.html>
- An updated edition of a desk dictionary, 70,000+ words.
- Additional readings may be distributed in class.
- Boutry, Norris-Bell, Bailey-Hofmann, *The West Guide to Writing: Success through the Sequence* ISBN: 978-1-465-21288-7  
Available at kendallhunt.com, Amazon, or at our bookstore.

These texts are available in the campus bookstore or from Amazon. Used editions are fine as are books borrowed from any library.

**Student Learning Outcomes**

Throughout the semester, you will be asked to demonstrate the following Student Learning Outcomes:

1. At the end of the course, the successful student will be able to recognize different literary periods within the span of English literature by identifying their distinguishing characteristics.

Assessment Method: This outcome will be assessed by a choice of the following methods: administering a test or quiz that asks students to identify a passage's literary period based on the characteristics evident in the passage; or by assigning a compare/contrast essay that asks students to compare and contrast works from two or more literary periods, noting accurately their defining characteristics.

2. At the end of the course, the successful student will be able to recognize different authors/poets within the range of English literature by their defining characteristics such as (but not limited to) language choice, imagery, theme, and context.

Assessment Method: This outcome will be assessed by a choice of the following methods: administering a test or quiz that asks students to identify authors/poets of a given passage. Or, assigning a compare/contrast essay asking students to compare and contrast two or more writers, noting accurately their distinguishing characteristics such as (but not limited to) language choice, imagery, theme, and context.

3. At the end of the course, the successful student will be able to analyze and "close read" a given passage for meaning and subtext by identifying literary elements such as (but not limited to) language, setting, imagery, tone, theme, and context and relating them to meaning.

Assessment Method: This outcome will be assessed by a choice of the following methods: administering a test, quiz, or essay that gives students a passage and asks them to contextualize and close read for meaning by analyzing and then discussing literary elements, such as (but not limited to) language, setting, imagery, tone, and then applying their analyses, using specific examples from the passage, to the themes of the work as a whole.

### **Communication**

Communication skills will be developed in two key areas: verbal and written. We'll work on your **verbal communication skills** through in-class participation, query, and class presentations (individual and group). Therefore, class participation is very important. You'll also be asked to work in small groups on analyses and presentations of textual passages and to engage in peer review of other students' written work. In these situations it will be important to listen carefully and to respond thoughtfully to your peers when making comments and assessing their work. Throughout, the class atmosphere will remain positive and constructive.

Part of responding thoughtfully to articles and to your peers is being **culturally literate**, aware and tolerant of differences, and willing to listen respectfully to viewpoints that differ from your own.

We will also develop your **written communication skill set** through writing papers, quizzes, and in-class essay exams. During the semester we will focus on paper writing strategies including structuring essays, introductions, thesis, use of evidence, and conclusion writing. **You will write four essays.**

To make your writing persuasive, we will work on your **research skills**. Often the difference between a good argument and a weak one is the quality of your evidence and research.

**Research:** You will be asked to collect and organize research data. We will visit the library for a research orientation that will cover the university databases as well as how to evaluate sources and their reliability. During that session, you will find two sources from LRC or JSTOR for a research paper. We will also cover documenting those sources according to MLA style so that your sources are properly credited.

Course Objectives:

1. Students will learn to identify and compare characteristics common to writers within a literary period.
2. They will learn to contrast one literary period with another and thereby be able to differentiate among the literary periods.
3. Students will learn to distinguish one writer from another based on style and theme.
4. Students will learn to examine critically language and ideas as they learn to analyze literary texts.
5. They will learn to apply paradigms from psychology, sociology, philosophy, and theology to literary texts.
6. They will learn to illustrate their ideas and to demonstrate the validity of their ideas by citing examples from the text.
7. Students will learn to plan their essays. They will learn to formulate a clear, specific, focused thesis, to organize their ideas, and to compose an essay. They will learn to revise their essays into clear, well-written analyses of literary works.

### **Course Policies**

#### **Attendance**

Attend every class. Arrive before the scheduled time with the necessary materials, texts and preparation. This way, you don't miss important information and instruction. Any more than 2 absences will have a significant impact on your final grade in this course. Because we only meet once a week, missing 2 classes will lower your maximum possible grade to a C. Missing 3 classes will fail you in the course. Arriving late and leaving early will count toward absences. There are no exceptions to the attendance rule for any reason. Minimize distractions by staying in the classroom through the entire period and turning off cell phones.

I encourage you to exchange phone numbers/e-mail addresses with reliable classmates to find out what you missed if you were absent.

### **Dropping the course**

According to college policy, you may be excluded for excessive absences or for not following the Standards of Student Conduct (printed in the Schedule of Classes). If you drop the course, be sure to do so at the Admissions Office. Otherwise, the grade drops to a “D” or “F” and cannot be removed. Pay attention to drop dates in the Schedule of Classes.

### **Assignment Due Dates**

Pay close attention to due dates for assignments as these are announced in class. *On due dates for essays, essays must be turned in to the instructor.* I do not accept essays e-mailed to me. Absence does not excuse you from turning in writing. I do not accept late assignments.

### **Please note:**

- No eating in class.
- No talking without the instructor’s invitation to do so. Since fees have increased, nor more than ever it is important to remember that no student has the right to interfere with any other student’s learning process.
- No cell phones, no texting, no taking calls.
- No arriving late, leaving early or exiting during class.
- No late essays accepted.

On a more positive note, throughout the semester, I encourage you to see me during office hours as questions arise or with drafts of your papers. Please also use the Writing Lab tutors available on the first floor of the library or other tutorial services available on campus (such as EOP&S, DSPS, etc.) when you are working on drafts of your essays.

Your instructor does not CORRECT essays. This means that students are responsible for proofreading their own papers. Unacceptable papers will be returned without a grade. Your instructor “evaluates” essays and makes suggestions for improvements in organization, use of evidence, critical thinking, and style. Utilize online resources for working on and improving your writing, such as <http://owl.english.purdue.edu>.

Understand and avoid plagiarism – you can also refer to this website re. plagiarism: <http://www.indiana.edu/~wts/wts/plagiarism/htm>

You must turn in your own work (not a “modified” paper submitted for another class) and cite your sources appropriately, using MLA Style. We will go over MLA Style, but you are also expected to refer to your handbook for details relating to in-text citations and Works Cited.

**Plagiarism is unacceptable and will result in a failing grade for the assignment and a permanent notation in your college file.**

Attend all class sessions, do the required reading, thinking, rereading and writing. DO look up vocabulary words you're not sure of. Observe due dates. Listen carefully and follow all instructions. Seek help as needed. Challenge yourself to do the very best work that you can.

Be sure to do the assigned readings on the syllabus *before* coming to class, preferably more than once. There may be unannounced quizzes to check on your comprehension of the readings. \*These cannot be made up. Look up words you are unfamiliar with or unsure about to ensure accuracy in your understanding/comprehension.

**Final Grade** is based on instructor evaluation of **all** written work (quizzes, essays, exams, etc.) as well as meaningful participation in class; therefore, it is important not only to attend as often as possible but to come prepared to discuss the readings and to write in class. Research from credible sources and in-text citations, with correct MLA Style, are incorporated into some writing assignments as this is expected and required at 4-year institutions. \*Quizzes and other assignments as specified also earn points toward your final grade, and cannot be made up.

**All points count, including points for attendance and participation. No student will pass this course who does not hand in all writing assignments.**

### EXPLANATION OF GRADES

(All essays require in-text citation, MLA Style, and may require research.)

**A** work is exceptional in quality, well-organized and demonstrates a sensitive and resourceful use of language. It gracefully and effectively presents details, evidence, and examples to prove its thesis. It responds to the assignment in its focus and scope. The writing uses lively, well-chosen and precise vocabulary. It contains almost no errors in usage or spelling. Grammar, punctuation and spelling enhance meaning rather than make the essay hard to read.

**B** work is superior in quality but may be less thorough and graceful than A work. It contains few errors in usage or spelling.

**C** work is acceptable. It is clearly organized but usually repeats accurate but commonplace ideas in an unexciting manner. It contains errors in usage or spelling.

**D** work is barely adequate. Although it may be confusing, it shows some effort to engage the topic. It is usually full of serious errors.

**F** work is unacceptable. It is confusing, chaotic, full of errors in thought and usage. Plagiarism is F work

Please keep all assignments and their grades/points in case there is a question about the grade.

## WEEKLY ASSIGNMENT SCHEDULE

### Syllabus amendment(s)

*\*Please note:* Your instructor reserves the right to change the syllabus, as appropriate and necessary, to meet class needs. All such changes will be announced in class, and it is the student's responsibility to be aware of any such changes.

#### **ROUTINE:**

There will be quizzes each week.

### The Anglo-Saxon World

#### **Week 1**      **“Dream of the Rood” (Ruthwell cross 8<sup>th</sup> c)**

8/28            Introduction to the Anglo-Saxon world and *Beowulf*  
 “Dream of the Rood”  
 Discussion of the syllabus.

#### **Week 2**      ***Beowulf***

9/4             Read: *Beowulf*  
**Quiz #1 and vocab list\*\* to be submitted every quiz for 20 points.**  
 Discuss introductions to essays.  
 \*\*Note: The vocabulary list must have a minimum of five words taken from the assigned reading. They must include correct definitions. The list may be typed or handwritten. You may submit a new vocabulary list for 20 points every time there is a quiz.  
 In class: Introduction to Chaucer, *The Canterbury Tales*  
 Review: West Guide: The Reading Process pp. 157-160  
  
 WG Ch 24: Intro to Genre: Poetry pp. 423-431  
  
 Complete the Poetry Analysis Chart on *Beowulf* p. 428

### The Middle Ages

#### **Week 3**      **Chaucer, *The Canterbury Tales* (1342-1400)**

9/11            Reading Due: Chaucer's *Canterbury Tales*: “General Prologue”  
 “The Wife of Bath's Tale” and “The Pardoner's Tale” **Quiz #2**  
 WG: Chapter 23, “Intro to Literary Elements” p. 407-414

Submit Vocab List; Submit Character List \*\*for 20 points each.  
 \*\*For credit, the character list must have five characters, a descriptive

sentence about each, as well as the lines in which they first appear.

**Week 4**

9/18

**Paper #1 due. Bring 2 copies to class.** Peer Review.  
WG: Chapter 25, "Writing Essays about Literature"  
Ch. 15: "Holly's Seven Rules of College Writing"

**The Renaissance**

In Class: Introduction to the Renaissance, Carpe Diem poetry  
Thomas Nashe, "A Litany in Time of Plague"  
Ben Jonson, "On My First Daughter"  
"On My First Son"  
John Milton, "When I Consider How My Light Is Spent"

**Week 5**

9/25

**Carpe Diem Poetry**

Reading Due:

Christopher Marlowe, "The Passionate Shepherd to His Love"  
Sir Walter Raleigh, "The Nymph's Reply to the Shepherd"  
Robert Herrick, "To the Virgins to Make Much of Time"  
Andrew Marvell, "To His Coy Mistress"  
John Donne, "The Flea"  
"The Canonization"  
"The Sun Rising"

**Quiz #3**

WG: Ch 13: Writing Introductions

**Week 6**

**Shakespeare's Sonnets**

10/2

William Shakespeare  
Sonnet 130 "My mistress' eyes are nothing like the sun"  
Sonnet 18 "Shall I compare thee to a summer's day?"  
Sonnet 73 "That time of year thou mayst in me behold"  
Sonnet 29 "When, in disgrace with Fortune and men's eyes"  
Sonnet 55 "Not marble, nor the gilded monument"  
Sonnet 33 "Full many a glorious morning have I seen"

**Quiz #4**

WG: Ch 14 "Writing Conclusions"

**Week 7**

10/9

**\* MIDTERM EXAM**

Please purchase green books from the bookstore  
Read WG: Ch 20: "In-Class Essay Exam Strategies"

- Week 8**  
10/16      **Shakespeare's Plays**  
Read: Shakespeare, *Henry V*, Acts I-II, Quiz #5  
LIBRARY SESSION (Mandatory)  
By the end of class:  
a. Find one film review of *Henry V* and  
b. Find one critical article on *Henry V*, the original play.  
WG: Ch. 24: Intro to Genre: Drama
- Week 9**  
10/23      Reading Due: Finish *Henry V* Acts III-V  
Quiz #6  
Submit Works Cited for a and b, above. Citations must be in proper MLA format to be accepted.
- Week 10**  
10/30      John Milton, *Paradise Lost*, Book 1 and Book 9, Quiz #7  
Conferences on paper #3. Bring in rough drafts.  
**Read:** WG: Ch 16 "Revising and Polishing"
- Week 11**  
11/6      **Paper #3 DUE**  
**In class:**  
John Donne, "A Valediction: Forbidding Mourning"  
"Song" ("Go and catch a falling star")  
Holy Sonnet 14 "Batter my heart, three-personed God"  
Holy Sonnet 10 "Death be not proud"  
"Good Friday, 1613: Riding Westward"
- The Eighteenth Century**
- Week 12:**  
11/13      John Gay, *The Beggar's Opera*  
In class: Discuss William Hogarth's paintings, "Marriage à la Mode" and "Gin Alley" Quiz #8  
WG: Ch 18: "Analyzing Visual Arguments"
- Week 13**  
11/20      Jonathan Swift, *Gulliver's Travels, Part I, Chaps 1-2*  
*A Modest Proposal*  
Quiz #9  
WG: Intro to Literary Genre: Fiction
- Week 14**  
11/27      Happy Thanksgiving—no class.
- Week 15**  
12/4      Alexander Pope, *The Rape of the Lock*, Quiz #10  
Reports by Honors students. Last class.
- Week 16**      **FINAL EXAM**

12/11      **6:45 -10 pm**, in classroom  
Please bring green books.