

Professor Francus
 English 261: *British Literature I*
 Spring 2011
 Chitwood 101
 Tuesdays and Thursdays, 10:00-11:15
 Office: 227 Colson Hall
 Office Hours: Tuesdays and Thursdays, 2:30 – 4:00 and by appointment.
 E-Mail: mfrancus@mix.wvu.edu (alternate: Marilyn.Francus@mail.wvu.edu)

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| January 11 | Introduction |
| January 13 | <i>Beowulf</i> (Heaney edition, lines 1-1061) |
| January 18 | <i>Beowulf</i> (lines 1062-3182); <i>Judith</i> (pp. 142-47, Longman) |
| January 20 | de France, “Prologue” and “Lanval” from <i>Lais</i> (pp. 200-17); <i>The Middle Ages</i> , pp. 15-25 |
| January 25 | <i>Sir Gawain and the Green Knight</i> (pp. 219-65) |
| January 27 | <i>Sir Gawain and the Green Knight</i> (pp. 266-77); excerpt, <i>Monty Python and the Holy Grail</i> (pp. 309-312) |
| February 1 | Chaucer, “General Prologue” to <i>The Canterbury Tales</i> (pp. 312-57) |
| February 3 | Chaucer, “The Wife of Bath’s Prologue” (pp. 375-94) |
| February 8 | Chaucer, “The Wife of Bath’s Tale” (pp. 394-403); excerpts from <i>The Book of Margery Kempe</i> (pp. 529-49) |
| February 10 | Introduction to the Renaissance (Historical Perspectives, The Humanist Renaissance and Early Modern Society, Writing for a New Age, History and Epic; pp. 628-39); excerpt from Fynes Moryson, <i>Observations of the Ottoman Empire</i> (pp. 1179-87); excerpt from Thomas Hariot, <i>A Brief and True Report of the</i> |
| | <i>Newfoundland of Virginia</i> (pp. 1191-93) |
| | Canon/Cultural Essay Due |
| February 15 | More, <i>Utopia</i> (pp. 714-64) |
| February 17 | More, <i>Utopia</i> (pp.764-84) |
| February 22 | Shakespeare, <i>King Lear</i> (pp. 1359-1414) |
| February 24 | Shakespeare, <i>King Lear</i> (pp. 1414-44) |
| March 1 | Elizabeth I, poetry and prose (pp. 1073-85); poetry by Mary, Countess of Pembroke (pp. 1054-1060) |
| March 3 | Renaissance sonnets by Sidney, Spenser, and Shakespeare (pp. 679-80, 684-85, 1204, 1211, 1213-14) |
| March 8 | Donne, poems (pp. 1591-93; 1596; 1598; 1601-2; 1605; 1607) |
| March 10 | Milton, <i>Paradise Lost</i> , excerpt from Book 1 (pp. 1726-37) and Book 2 (pp. 1748-72) |
| March 15 | Milton, <i>Paradise Lost</i> , Book 3 (pp. 1772-90) and Book 4 (pp. 1791-1814) |
| | Close Reading Essay Due |

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| March 17 | Class Cancelled |
| March 22-24 | Spring Break |
| March 29 | Milton, <i>Paradise Lost</i> , Book 9 (pp. 1886-1913) |
| March 31 | Introduction to the Restoration and Eighteenth Century (pp. 1985-2001); excerpts from Pepys' <i>Diary</i> (2010-25) |
| April 5 | Behn, <i>Oroonoko</i> (pp. 2135-78) |
| April 7 | Behn, <i>Oroonoko</i> |
| April 12 | Dryden, "MacFlecknoe" (pp. 2102-08); Pope, "The Rape of the Lock" (pp. 2470-91) |
| April 14 | Swift, <i>Gulliver's Travels</i> , Book 4 (pp. 2381-2426); "A Modest Proposal" (pp. 2431-37) |
| April 19 | Class Cancelled |
| April 21 | Gay, <i>Beggar's Opera</i> (pp. 2555-2603) Criticism Essay Due |
| April 26 | Gray, "Ode on a Distant Prospect of Eton College," "Ode on the Death of a Favorite Cat," "Elegy Written in a Country Churchyard" |
| April 28 | Conclusion |
| May 4 | Take Home Final Due (submit via e-mail) |

Textbooks: *The Longman Anthology of British Literature*, Fourth Edition, Volumes 1A, 1B, and 1C, and Seamus Heaney's edition of *Beowulf*. Course texts are available at the WVU Bookstore. You will be expected to read the assignment before coming to class, and to bring the relevant volume to class, since we will often be analyzing text in detail in class.

GEC Objectives: English 261 fulfills the General Education Curriculum (GEC) requirements for Objective 3 (The Past and Its Traditions: Apply knowledge, methods and principles of inquiry to understanding the past) and Objective 5 (Artistic Expression: Apply methods and principles of critical inquiry to the analysis of literary or artistic expression). English 261 fulfills requirements for the English major and minor. Please note: English 101 and English 102 (or equivalents) are not prerequisites for English 261, but they will enable your success in this course.

Course Objectives:

- To introduce students to the genres and modes of early and early modern British literature.
- To study early and early modern British literature in the context of its history and culture.
- To introduce critical methodologies to guide students through literary and cultural texts.
- To provide practice in critical thinking and writing about literature.

Expected Learning Outcomes:

At the end of this course, students should be able to:

- Identify and analyze the primary modes of comedy, tragedy, satire, and romance.
- Identify and analyze a variety of literary genres, including epic, drama, sonnet, and novel.
- Develop a thesis about a literary text, and support that thesis with textual evidence.

- Analyze literary evidence in detail, paying attention to rhetoric, tone, characterization, and theme.
- Locate a text in social, economic, political, and/or literary history.
- Recognize and develop multiple analyses for a single literary text.
- Analyze a text in light of other literary and/or cultural texts.

Course Requirements: Three short essays (3-4 pages each), quizzes, and a take home final. You will be expected to keep up with the course readings, think and write about course texts, attend and participate in class, and to check your MIX e-mail account daily.

1. A Canon/Culture Essay. You will be asked to evaluate a film scene or a website that refers to one of our course texts. Please keep the following in mind:

- You must have a thesis statement regarding the website or scene. Some possibilities: "This website is useful for advanced scholars of Chaucer, but it is too complex for a general reader" or "This scene misrepresents..."
- Your essay should include, and elaborate upon, at least three reasons in order to substantiate your thesis statement.
- Use your knowledge of the course texts to substantiate your position. The more detailed evidence you provide--from the text and the website--the better.

2. A Close Reading Essay. You will be given a choice from the texts that we have read, and you will write a short essay in which you provide a close reading of the passage or short poem. Please keep the following in mind:

- Your essay must include a thesis statement regarding the passage; in other words, take a position regarding the passage. Your position could be "This passage is significant because..." or "This passage is ironic..." or "This passage is atypical..." etc.
- Your essay should include, and elaborate upon, at least three reasons in order to substantiate your thesis statement.
- Use the details from the passage as your evidence. The more details that you use, and the more you analyze those details, the more convincing your argument will be. You may focus on tone, character, plot, imagery, etc.
- You may (and should) use your knowledge of the rest of the text to analyze the passage at hand, but do not let contextual information lead you astray. Stay focused on the passage.

3. A Criticism Essay. You will be given comments from scholars and critics regarding the texts that we have read. Your essay should respond to one comment. Please keep the following in mind:

- Your essay must include a thesis statement regarding the critic's comment; take a position regarding the critic. Your position could be "I absolutely agree with X..." or "I disagree with X because..." or "I think X is being unfair about..." etc.
- Your essay should include, and elaborate upon, at least three reasons in order to substantiate your thesis statement.
- Use your knowledge of the course texts to substantiate your position. The detailed evidence you provide, the better.

4. The take home final will consist of three parts: a canon/culture essay; a close reading essay; and a criticism essay. Your final, like your essays, should reflect careful reading and thinking about your subject. Do not summarize the plot of a work or rephrase your class notes in your course assignments.

5. Quizzes will be given at the beginning of the class period, and will not be announced in advance. Quizzes will not be given on the days that essays are due, or during the last week of class. (There will be approximately ten quizzes over the semester, so you should anticipate one quiz per week).

Grading:

1. Each essay will count for 20% of your final grade (or 60% in total), and the top ten quizzes will be averaged for 15% of your grade, and the take home final will count for 25% of your final grade. Class participation will be taken into consideration for students with borderline grades.
2. There are no make-ups for missed quizzes.
3. You have the option to submit rewrites of your essays. A rewrite is not a matter of correcting grammar and punctuation; it is a rethinking of the issues in your essay. If your grade on the rewrite is higher than your original grade, you will receive the rewrite grade. If your grade on the rewrite is lower than your original grade, you will keep your original grade.

Submission of Assignments:

1. Your papers and take home final should be typed (11 or 12 point font), with one-inch margins for comments. Papers should be double-spaced, stapled, and paginated.
2. Please keep a photocopy or a back-up disk of every assignment that you hand in.
3. Hand in assignments on time. Late submissions will receive a lower grade unless the student has a viable reason (such as illness, familial emergency) for his/her lateness and notifies me in advance. Your grade will be lowered a fraction for every day your work is late (ex. B to B- for one day late).

Grading Criteria:

A (90-100) – Excellent work; the assignment has been completed in a professional and timely manner. The assignment has a clear, relevant thesis and organization, chooses compelling evidence to substantiate the analysis, and engages with the subject at hand in a thoughtful and thought-provoking manner. Written work requires no substantive or stylistic revisions.

B (80-89) – Good work; the assignment has been completed in a professional and timely manner. The assignment has a viable thesis and shows substantial engagement with the subject at hand, but the analysis is partially incomplete, involving weak evidence, or manifests some difficulty with organization. Written work requires substantive revisions, but few or no stylistic ones.

C (70-79) – Average work; the assignment has been completed, but not necessarily in a professional or timely manner. The assignment shows effort by the student, but the analysis is incomplete, includes inappropriate evidence (or a lack of evidence), or shows significant difficulties with organization. Written work requires significant substantive or stylistic revisions.

D (60-69) - Less than average work; the assignment has not been completed in a professional or timely manner. The assignment shows a lack of effort on the part of the student, and a lack of engagement with the assignment. Written work lacks analysis, evidence, and organization; extensive substantive and stylistic revisions are needed.

F (<59) – Inadequate work; the assignment has not been completed. Work, when submitted, shows a significant lack of effort on the part of the student, and a lack of engagement with the assignment and the subject matter of the course. Such work is marked by the absence of analysis, evidence, and organization; engagement with the course materials is necessary before extensive revisions are even possible.

Professional Responsibility:

1. Class attendance contributes significantly to academic success. Students who attend classes regularly tend to earn higher grades and have higher passing rates in courses. Attendance will be taken at the beginning of every class. You are granted a maximum of three absences during the course of the semester before absenteeism affects your grade. If you accumulate six absences (excused and unexcused), i.e., an absence rate of 20%, you will not be able to earn more than a “B” for this course. If you accumulate nine absences (excused and unexcused), i.e., an absence rate of 33%, you will not be able to earn more than a “C”.
2. It is your responsibility to contact me regarding your absences. If you disappear—if you miss class for three or four sessions in a row, or more—it is not my responsibility to find you.
3. If you send me an e-mail, I will respond within 24 or 48 hours. If I have not responded in that time, I have not received your posting. Please e-mail me again.
4. Please come to class on time. Do not leave in the middle of class; it is distracting and disrespectful. Do not schedule appointments (medical, advising, etc) during class time.
5. Please turn off cell phones and other electronic devices during class.
6. Please note that in addition to yours truly, there are resources available at the University to help you with your writing skills. The Writing Center—a free tutoring service for WVU students—is located in G02 Colson Hall. Hours: Monday-Thursday 10:00 am -5:00 pm; Friday 10:00 am -3:00 pm. Call 293-5788 for Evansdale and evening hours. The Center’s website is http://english.wvu.edu/centers_and_projects/wcenter/writing_center_home.

Social Justice Policy:

West Virginia University is committed to social justice. I concur with that commitment and expect to foster a nurturing learning environment based upon open communication, mutual respect, and non-discrimination. Our University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration.

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with Disability Services (293-6700).

Editing Checklist

1. Evaluate your thesis.

- is your thesis clearly stated at the beginning of your essay?
- is your thesis appropriate for the writing assignment?
- does your thesis “make sense”?

2. Evaluate your argumentative strategy.

- are you using logical and rhetorical strategies that build the most convincing case for your thesis? (and remember, you may use more than one in an essay; if you choose multiple strategies, make sure that they work together)
- do you have the appropriate data to support your argument? (and if not, can you justify its absence?)
- is the data cited properly? (check the content and the form of your notes)

3. Evaluate your essay structure.

- does your essay structure lead the reader through your argument clearly?
- does your essay structure work with/reinforce your argumentative strategy?
- does your introduction suggest the structure of your argument? If so, does the body of your essay follow through on the structure suggested by the introduction?
- are the transitions between the parts of your argument clear?
- does the conclusion pull your argument together? (try to avoid repetitive, summary conclusions)

4. Evaluate your paragraph structure.

- does each paragraph function as a unit of your argument? (i.e. is each paragraph unified in its purpose?)
- is the topic sentence clear?
- does the body of the paragraph follow through on the subject of the topic sentence?
- are the transitions from paragraph to paragraph clear?

5. Evaluate your sentence structure.

- c - is each sentence an independent unit of thought? (i.e. avoid repeating yourself in successive sentences)
- does one sentence lead to the next? Are the transitions between sentences clear?

- check the grammar of our sentences
 - make sure that every sentence has a subject and a verb (avoid fragments!)
- check for subject-verb agreement
- check for tense consistency
- check that you are varying the grammar of your sentences (so that not every sentence begins with a prepositional phrase, for instance)

6. Check your spelling and punctuation.

- and remember the distinctions between their/their/they're; it's/its; are/our; etc.

Some General Comments on Writing Style and Grammar

- a. Please note that “it’s” is a contraction for “it is” or “it has.” “Its” is a possessive, which makes life confusing, but it is important to learn this distinction.
- b. Please learn the distinctions between possessive, plural, and plural possessive. “Knight’s” is singular possessive; “knights” is plural; “Knights” is plural possessive.
- c. Try to avoid wordiness. Phrases like “The point the speaker is making is” or “What this means is that” are generally unnecessary. Such phrases are like long wind-ups before the pitch, and they often clog your prose.
- d. Try to avoid “talking” writing. What “sounds” right to a readerly ear does not necessarily read properly or grammatically to the eye. People do not speak grammatically (and sometimes without even punctuation). Therefore, writers should avoid writing as they speak (unless they are writing dialogue in fiction). Talking writing also frequently leads to tone drops and diction that generally is not appropriate for academic prose. (Ex. “ she doesn’t stick up for herself”).
- e. Please avoid freestanding quotations. Every quotation should be integrated into a text, preferably with a lead-in phrase, rather than placed alone in the middle of a paragraph without any connection to anything around it.
- f. Try to avoid “we” and “you” in your essays. Both terms tend to include the reader in the argument without convincing the reader. (In other words, these terms usually signal strategies of collusion on the part of the writer).
- g. When referring to words as words, please use quotation marks. (I.e. if you are discussing the use of the word “man” in a particular passage, then “man” should be placed in quotation marks).
- h. “It” and “This” are weak sentence starters. Any noun in the previous sentence can serve as a referent for “it” – and if the previous sentence has a number of nouns in it, havoc results. “This” has a similar effect as the first word in a sentence, but if a noun is added after “This,” the problem of reference is usually solved.
- i. “Thing” is a very vague word. Try to find a specific noun whenever possible.

- j. "He himself" is an unnecessary and ungrammatical doubling. "He" will generally do.
- k. Try to avoid using "is" (or "was") as a main verb. Choose a stronger, more precise word.

The following definitions of academic dishonesty are taken from the West Virginia University Student Handbook, the Code of Student's Rights and Responsibilities, Article III, Section B, available online at <http://www.arc.wvu.edu/rightsa.html>:

Acts of dishonesty, including but not limited to the following:

a. Plagiarism: Plagiarism is defined in terms of proscribed acts. Students are expected to understand that such practices constitute academic dishonesty regardless of motive. Those who deny deceitful intent, claim not to have known that the act constituted plagiarism, or maintain that what they did was inadvertent are nevertheless subject to penalties when plagiarism has been confirmed. Plagiarism includes, but is not limited to, the following:

i. Submitting as one's own work the product of someone else's research, writing, artistic conception, invention, or design; that is, submitting as one's own work any report, notebook, speech, outline, theme, thesis, dissertation, commercially prepared paper, musical piece or other written, visual, oral or electronic/computerized material that has been copied in whole or in part from the work of others, whether such source is published or unpublished;

ii. Incorporating in one's submission, without appropriate acknowledgment and attribution, portions of the works of others; that is, failing to use the conventional marks and symbols to acknowledge the use of verbatim and near-verbatim passages of someone else's work or failing to name the source of words, pictures, graphs, etc., other than one's own, that are incorporated into any work submitted as one's own.

b. Cheating and dishonest practices in connection with examinations, papers, and projects including, but not limited to:

i. Obtaining help from another student during examinations;

ii. Knowingly giving help to another student during examinations, taking an examination or doing academic work for another student, or providing one's own work for another student to copy and submit as his/her own;

iii. The unauthorized use of notes, books, or other sources of information during examinations;

iv. Obtaining without authorization an examination or any part thereof.

c. Forgery, misrepresentation, or fraud:

i. Forging or altering, or causing to be altered, the record of any grade in a grade book or other educational record;

ii. Use of university documents or instruments of identification with intent to defraud;

- iii. Presenting false data or intentionally misrepresenting one's records for admission, registration, or withdrawal from the university or from a university course;
- iv. Knowingly presenting false data or intentionally misrepresenting one's records for personal gain;
- v. Knowingly furnishing the results of research projects or experiments for the inclusion in another's work without proper citation;
- vi. Knowingly furnishing false statements in any university academic proceeding.

Cases of academic dishonesty will result in a grade of “F” for the course and appropriate academic discipline. If you have any questions about academic dishonesty, and how to avoid it, please contact me.