

English 225:
British Authors from the Beginning through the Eighteenth Century
 Fall 2014

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Description and Goals, or My Hopes for Your Education

Welcome, students, to ENG 225: British Authors from the Beginning through the Eighteenth Century. This course aims to introduce students to key moments in the literary history of England up to 1800. We shall read and discuss texts as famous as *Beowulf*, *The Canterbury Tales*, Shakespeare's sonnets, and *Paradise Lost*. We shall also read much less well-known material, such as Middleton and Dekker's *The Roaring Girl* and Aphra Behn's *Oroonoko*. Through the interrogation and analysis of these texts, we shall learn about the authors' agenda, style and technique, as well as the cultural contexts in which these works were produced. These studies aim to introduce students to modes of careful and objective evaluation of a range of different forms and genres, all centered on an immensely dynamic and multifaceted period of English Literature's rich history.

Weekly lectures will involve the analysis of one or more literary texts, in combination with other historical, artistic, and popular culture materials linked to those texts. Students will learn how to use major research tools to assist their reading, and will be shown how to formulate research questions in relation to literary texts and how to evaluate texts through close reading. Lectures will include space for discussion and workshop-style analysis and will always seek to place the literary works in their social and historical context.

Objectives, or Your Hopes for An A

After successfully completing this course, the student should be able to:

- a. read and understand earlier English literature with sensitivity and nuance;
- b. comment effectively on the major themes and authorial techniques of particular passages of selected literary works;
- c. locate and evaluate source materials in relation to relevant social, historical and cultural frameworks
- d. Respond to literary texts with writing that analyzes, synthesizes, interprets, and assesses meaning and significance.
- e. Produce finished papers which conform to the guidelines of a documentation style manual (MLA) and which conform to standard written American English.

Feedback designed to foster students' writing proficiency will be provided.

Grading

Quizzes and 3T&Ts (at least one every week): 25%
 Midterm: 15%
 Final Essay: 35%
 Final Exam: 25%

Attendance and Participation

Your success in this class depends on your own participation and engagement. If you want an A, you should do the assigned reading. There will be frequent pop quizzes, always at the beginning of class; these cannot be made up. Plan to be on time to class, with paper, pencil, and the required reading in hand. Refrain from distracting others or yourself by using phones, personal organizers, mp3 players, or surfing on the Internet. Add something meaningful to the class discussion each day.

Furthermore, you are allowed **2 weeks** worth of class (**6 M/W/F classes**) to be absent for any reason you like. After you have used your absences, I reserve the right to drop your final grade 5% for each subsequent absence. Excessive absences will receive a failing grade. Because walking in late disrupts learning, if you are more than ten minutes late to class three times, I reserve the right to assign you an absence due to excessive tardiness. Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

Keep in mind that it is always your responsibility to let me know if you will be absent or late. I am very good about checking my e-mail; that is my preferred method of communication if we can't meet face-to-face. Students who show initiative and who communicate well are much more likely to receive help from me if classes must be missed.

3 Threads and a Thesis (3 T&Ts)

Every Wednesday for the first half of the semester (marked in the schedule with *), you will hand in a short assignment called Three Threads and a Thesis, or 3 T&T, in which you will pick a work from that week's reading and locate three "threads" (or thoughts, discussions, images, or concerns that you see continued in the work) and write one thesis based on one or more of the "threads" you have noticed. This assignment will be explained more fully the first Wednesday of class. I will provide feedback each week on your work, especially on your thesis formulation. You will receive 100% on these assignments as long as you do them, and learn from your mistakes.

Quizzes

For the second half of the semester, I will be giving pop quizzes. These will usually consist of two questions in the form of a short writing prompt. One will be about the previous

lecture, and the other about the day’s reading. If you skip class, you cannot make up a quiz. If you skip the previous class, you are still responsible for getting notes on the lecture from a classmate so that you can take the next day’s quiz.

Exams

The midterm exam will be a matching section testing you for titles and authors; a quote identification section asking for authors, stories, and significance of important quote; and a short- answer section asking factual short answer questions about characters and plots of stories we read.

The final exam will consist of a matching section; a quote identification section; a short-answer section; and a short essay section asking for sustained analysis, interpretations, and application of major themes and literary critical viewpoints we cover during the semester.

Essay Description and Format

The Final Essay (due Monday, Dec. 5) will be a 1,500-2,000 (six to eight pages) word literary analysis and interpretation of a text or two texts in the Norton Anthology A-C. Your paper will rely heavily on close reading and several appropriate secondary sources.

Final versions of all essays due must be typed (double spaced), with one-inch margins, using Times New Roman 12 point font. Resist the urge to include a cover page; simply follow MLA essay format.

Grading Rubric

CRITERIA
<p>THESIS and CONTENT (Development) The essay has a thesis—a single, central point that is interesting, original, striking and substantial. The central idea is developed in the essay through well-chosen, appropriate, concrete details that show originality and freshness. Author shows rather than merely tells. Generalizations and assertions are defended. Arguments are logical.</p>
<p>ORGANIZATION The essay is organized and well structured (there is a beginning, a body, and a conclusion). The essay exhibits a clear strategy for persuasion and development. The organization works with the thesis so that the thesis and the organization serve the purpose of the essay. Essay does not digress from central point. Transitions help the paper flow smoothly. Introductory paragraph(s) is (are) interesting and appropriate. Concluding paragraph is clear and convincing.</p>

PARAGRAPHS

Paragraphs are organized, unified and coherent. Each supporting paragraph has a controlling idea. In supporting paragraphs, topic idea helps further the thesis.

STYLE

Sentences are well constructed. Writer avoids modifier problems. Sentences show variety of pattern and are rhetorically effective. The essay is written in a style and tone appropriate to the audience, topic and purpose. Words are appropriate and well chosen. Writer avoids jargon and sexist language.

GRAMMAR, SPELLING, MECHANICS

Writer avoids errors in grammar, spelling, and mechanics.

Academic Honor Policy

No academic dishonesty of any kind will be tolerated in this course. All cases of cheating on quizzes or exams, or plagiarism on any written assignment (turning in anything other than your own work, written specifically for the assignments in this class) will result in an immediate grade of zero for the course and a notation on your permanent academic record, and you will be referred to the University's Academic Discipline Committee for further penalty, including potential removal from the university. It is your responsibility to familiarize yourself with the University of Mississippi's policies on academic dishonesty and act accordingly.

Americans with Disabilities Act

Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Office of Student Disability Services; and (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to University of Mississippi students with disabilities, contact the: Office of Student Disability Services, Phone: (662) 915-7128; TTY: (662) 915-7907; Fax: (662) 915-5972; e-mail: sds@olemiss.edu; website: <http://sds.olemiss.edu/>

Writing Assistance/Conferencing

I look forward to getting to know each of you this term; I am always glad to discuss planning and drafting for any of the assignments. Please feel free to stop by during my office hours or make an appointment to see me. I'll happily go over a draft or discuss a paper idea with you; I also love to just chat about how the readings intersect with your own interests.

The Reading/Writing Center offers one-on-one help for students with their reading, writing, and computer skills, whether they need help with reading comprehension, writing problems, understanding what their teachers want, learning how to use various software programs to create digital projects, or just want to do better on their writing assignments. The Center is staffed by teaching assistants who are trained in writing and teaching. Make an appointment by e-mailing: cwrcw@go.olemiss.edu, visiting their website here, <http://rhetoric.olemiss.edu/writing-centers/>, or stopping by in person at Lamar Hall Suite C.

Syllabus Change Policy

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

Schedule of Readings and Assignments:**The Middle Ages**

M 8/25 Syllabus

W 8/27 The Middle Ages Introduction; The Wanderer/The Wife's Lament

F 8/29 *Beowulf*

M 9/1 No class

*W 9/3 *Beowulf*F 9/5 *Beowulf*

M 9/8 Marie de France "Lanval"

*W 9/10 *Sir Gawain and the Green Knight*

F 9/12 Chaucer, Prologue

M 9/15 Chaucer, Miller's Prologue and Tale

*W 9/17 Chaucer, Wife of Bath's Prologue and Tale

F 9/19 Chaucer, Nun's Priest's Tale

M 9/22 Malory, Morte D'Arthur

The Sixteenth and Seventeenth Century

*W 9/24 Sixteenth Century, Early Seventeenth Century Introduction

F 9/26 Selected Poems: Wyatt, Surrey, Raleigh, Marlowe

M 9/29 Spenser, Book 1, Canto 1

*W 10/1 Spenser, Book 2, Canto 12

F 10/3 Marlowe, *Doctor Faustus*M 10/6 Marlowe, *Doctor Faustus*

*W 10/8 Catch-up day; exam prep; introduce final paper assignment

F 10/10 **Midterm Exam**M 10/13 (Midterm Grades due) Shakespeare, *Twelfth Night*W 10/15 Shakespeare, *Twelfth Night*F 10/17 Shakespeare, *Twelfth Night*M 10/20 Middleton and Dekker, *The Roaring Girl* (on Blackboard)M 10/22 Middleton and Dekker, *The Roaring Girl* (on Blackboard)

F 10/24 Donne, selected poems

M 10/27 Webster, *The Duchess of Malfi*W 10/29 Webster, *The Duchess of Malfi*

F 10/31 Hallowe'en Class—Early Modern Superstition

The Restoration and the Eighteenth CenturyM 11/3 Restoration and 18th century IntroductionW 11/5 Milton, *Paradise Lost*

F 11/7 Milton, *Paradise Lost*

M 11/10 Pepys, the Diary

W 11/12 Herbert, Herrick, Carew, Marvell: selected poems

F 11/14 Jonathan Swift, *A Modest Proposal*

M 11/17 Jonathan Swift, *Gulliver's Travels*

W 11/19 Aphra Behn, *Oroonoko*

F 11/21 Aphra Behn, *Oroonoko*

THANKSGIVING BREAK

M 12/1 Eliza Haywood, *Fantomina: or, Love in a Maze*

W 12/3 Alexander Pope, *The Rape of the Lock*

F 12/5 **Final Paper Due**; Exam Prep

F 12/12 **FINAL EXAM** 8 AM