

Syllabus for
ENG 311—English Literature I
3 Credit Hours
Fall 2005

I. COURSE DESCRIPTION

A survey of major authors and works of English literature from the beginning to the period of Romanticism (1798).

Prerequisite: None

ENG 311 is a single-semester course designed to introduce the student to the major authors and works of English literature from Beowulf to the Romantic Period (1798). Students should obtain a knowledge of the significant English writing of the periods covered as well as an enjoyment commensurate with their increased acquisition of literary insights. Some attention is given to the relation of English literature to the religious, social, economic, and political elements in English culture. Emphasis, however, is upon the significant matters of English literary history and criticism, especially on the literature itself.

II. COURSE GOALS

The long-range goal of ENG 311 is to acquaint the students with authors and their works from c.a. 450, the so-called Anglo-Saxon or Old English period, up through the 18th century or Neoclassic period. This acquaintance is manifested itself in the ability of the student to talk freely of ideas prevalent in and characteristic of the great literary periods (i.e. Old English, Middle English, Renaissance, 17th century, and Neoclassic) covered and also in the ability to write critically of the works of literature as focus is made upon one author or one thesis (idea) in a full-length term paper and in at least one novel critique.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

A. Terminal Objectives

After successfully completing the course, the student will be able to do the following:

1. Relate information about the periods (Anglo-Saxon, Medieval, 16th century, 17th century, Restoration and 18th century).
 - a. Discuss the religious, social and political events that influenced the literature of each period.
 - b. Describe the characteristics of the literature of each period.
 - c. Name the important writers and works of each period.
 - d. Point out the writer's contribution in the development of English literature.
 - e. Identify quotations taken from each work (identify means, give title, author, and the genre of the work as well as discuss the idea in the quote).
 - f. Analyze a literary work by discussing genre, style, form, poetic or prose devices, etc.
 - g. Compare and/or contrast a given literary work with another of the same type.
 - h. Formulate ideas and utilize them in a term paper of 8-10 typed pages.

B. Unit Objectives:

1. Unit I: The Anglo-Saxon Period

- The student will be able to do the following:
- a. Discuss the characteristics of Anglo-Saxon poetry—metrics, versification, style, etc.
 - b. Discuss the themes, structure, plot, Christian elements, and pagan customs in *Beowulf*.
2. Unit II: Medieval English Literature 1066-1485
The student will be able to do the following:
- a. Discuss the important political, social, and religious events that affected the literature of England between 1066-1485.
 - b. Give three important biographical facts about Chaucer.
 - c. Discuss the French and Italian influence upon Chaucer's literary works.
 - d. Discuss the structure, characterization, types of literature, and themes of the Canterbury Tales.
 - e. Trace the development of the drama in the Middle Ages in England.
 - f. Discuss the characteristics of the English ballad.
3. Unit III: The Literature of the Renaissance, 1485-1600
The student will be able to do the following:
- a. Define Humanism
 - b. Discuss the Reformation in England.
 - c. Trace the development of comedy and tragedy in the theater.
 - d. Discuss the basic concept of 16th century thinkers and the way man viewed his purpose in life in this period.
 - e. Discuss the *Shepherd's Calendar*—meters, structure, genre, diction, etc.
 - f. Discuss the Faerie Queene as a courtesy book, romantic epic and allegory.
 - g. Discuss Shakespeare's sonnets—motifs, background, imagery, structure, moods, etc.
 - h. Discuss King Lear—plot, themes, characterization, structure, background, sources, etc.
 - i. Discuss the development of prose in the period.
4. Unit IV: 17th Century Literature, 1600-1660
The student will be able to do the following:
- a. Discuss the changes in literary genres that occurred between Elizabeth and James and the major developments in verse, including the two major technical innovations in verse.
 - b. Discuss the characteristics of metaphysical poets.
 - c. Discuss the characteristics of cavalier poetry and name the major cavalier poets.
 - d. Discuss the revival of interest in Donne's poetry in the 20th century.
 - e. Analyze Donne's Holy Sonnets 10 and 14, using the guide to poetry.
 - f. Discuss Jonson's major contributions to literature (drama, poetry, and criticism).
 - g. Summarize the three divisions into which Milton's life seems to fall.
 - h. Analyze the following poems by using the study guide:
 - (1) "Lycidas"
 - (2) "When I Consider How My Light Is Spent"
 - i. Discuss the epic conventions in Paradise Lost.
 - j. Discuss the structure of the poem.
 - k. Comment on the elements of Classical Greek tragedy that are found in Samson Agonistes.
 - l. Show how the concept of wit changes from the Renaissance to the 18th century.

5. Unit V: The Literature of the Restoration and the 18th Century, 1660-1798
The student will be able to do the following:
- a. Discuss the political, social and religious significance of the Restoration.
 - b. Discuss the concepts of Deism.
 - c. Define the following as related to the nature of the literature: enthusiasm, sentimentalism, noble savage, and neoclassical.
 - e. Discuss the ideas of the neoclassical critics in the areas of the poet, nature, wit, and the three unities.
 - f. Discuss the development in the following verse forms: the heroic couplet and the blank verse.
 - g. Discuss the characteristics of the following types of drama: comedy of manners, classical tragedy, heroic play, and sentimental comedy.
 - h. Discuss the characteristics of the various genres as practiced in the period.
 - i. Discuss the school of nature poets.
 - j. Discuss the "Graveyard School of Poetry"—authors, works, themes, etc.
 - k. Discuss the rise of the novel—writers, types, works.
 - l. Discuss Dryden's literary achievements in criticism, drama, poetry, and prose.
 - m. Discuss Dryden's evaluation of Johnson, Shakespeare, Donne, and Chaucer in his literary criticism.
 - n. Discuss Swift's tragic vision of man as set forth in the fourth voyage of Gulliver's Travels.
 - o. Discuss the "Rape of the Lock"—genre, themes, background, literary devices, style, tone. etc.
 - p. Discuss Pope's concept of the purpose of satire.
 - q. Discuss the major theme of all of Johnson's works.
 - r. Discuss the chief aspect of Boswell's Life of Johnson.

C. Objectives for Students in Teacher Preparation Programs

The Teacher Preparation Program meets the competency-based requirements established by the Oklahoma Commission on Teacher Preparation. This course meets the following subject competencies:

- SC 1: Maintains current knowledge of content-area concepts of written and oral communication, literature, and language systems (phonetic, semantic, syntactic, pragmatic);
- SC 2: Applies comprehension, analysis, interpretation, synthesis and evaluation of auditory, written, and visual messages;
- SC 5: Understands the influences of social and historical contexts and culture on language and literature and adapts instruction accordingly;
- SC 10: Understands and teaches strategies appropriate to a variety of forms (genres), text organizations, and structures, including functional print and informational print.

IV. TEXTBOOK

Required textbook

Abrams, M. H. et al., (Eds.) The Norton Anthology of English Literature. 7th ed., New York: W. W. Norton & Company, 2000.

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University.
2. Double cuts will be assessed for absences immediately preceding or following holidays.
3. Excessive absences can reduce a student's grade or deny credit for the course.
4. Students taking a late exam because of an unauthorized absence will be charged a late exam fee.
5. Students ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software.
6. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.

B. Department Policies and Procedures

1. **Tardies**—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from the class. Therefore, excessive tardies may also adversely affect the semester grade. It is to the student's advantage to make sure that the professor is informed immediately following the close of the class that the student was tardy and not absent. It is not the professor's responsibility to stop the class to mark the tardy; the student is the one responsible for conveying that information immediately following that class, not at a later time.
2. **Incompletes**—As stated in the University catalog, incompletes are granted only for "good cause," such as extended hospitalization, long-term illness, or a death in the family. Students must petition for an incomplete using the form available in the English department. Very few incompletes are granted.
3. **Late Work**
 - a. The student is responsible for obtaining class assignments and material covered during an absence. All work must be completed as scheduled. Late work may result in a lower grade. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. Computer or printer malfunction does not constitute an excuse for late work; students should have their work prepared in time to ensure that they can get it proofread, edited, and printed prior to the instructor's due date. Any test taken late will incur a \$15 late-test fee. These responsibilities will assist the student in professional development.
 - b. Each instructor has his or her own late-work policy that is given to students at the beginning of a course. Instructors use their own judgment in accepting late work resulting from all other absences. In cases where these absences can be anticipated, such as for non-University sponsored mission trips, the work should normally be submitted prior to the absence. In unanticipated absences, such as sickness or family crises, the instructor should be notified as soon as possible and agreement reached on due dates and possible penalties.
4. **Attendance**—Because unavoidable circumstances can prevent perfect attendance, each student is allowed to miss class the number of times per week a class meets. This allowance is for absences such as illness, personal business, and emergency. The student may consider this "sick leave." If a student has absences in excess of this number, the earned grade for the course may be

affected. A student who leaves class before dismissal may be marked absent. Extended illnesses are handled on an individual basis and will require verification from a doctor.

5. **Administratively Excused Absences**—Only absences that are required by approved University activities are given administrative excuses. Students who must miss class for University-sponsored activities must follow these procedures:
 - a. inform the professor before the event and make arrangement for the work to be submitted prior to the absence or at a mutually agreed upon deadline.
 - b. present an administrative excuse form with appropriate signatures when he or she returns to class. Doctors’ or nurses’ notes, or letters from groups sponsoring mission trips or activities do not qualify a student for an administratively excused absence.
 - c. obtain information covered during an absence. All work must be completed as scheduled.
 - d. not commit to class presentation (oral reports, speeches, group presentations, etc.) on a date that the student will be gone. Makeup work is not permitted if the student voluntarily committed to a performance on the date of an administratively excused absence.
6. **Extra Credit**—Students should not expect extra credit to help raise a grade.
7. **Plagiarism** – Each student attending Oral Roberts University is required to do his or her own academic work and will not inappropriately collaborate with other students on assignments. Students must document all sources and ideas that are not their own original information by following correct MLA (Modern Language Association) documentation procedures. Failure to do this produces a plagiarized paper, which will result in an F for the paper. Flagrant cheating will result in an F for the course.

C. Course Policies and Procedures

1. Evaluation Procedures
 - a. Grades in ENG311 are based upon essay exams (given at the end of each literary period), the novel critique, and the term paper.
 - b. The five essay examinations comprise 75 percent of the final grade, the novel critique 5 percent, and the term paper 20 percent.
2. Portfolio Requirements
English majors should retain appropriate documentation for their portfolios.

VI. COURSE CALENDAR

WEEK	SCHEDULE OF ASSIGNMENTS
1	General Introduction Introductory Lecture Film: Medieval Times—HD 6455 L3 F5L (on the system)
2	UNIT I: Anglo-Saxon Literature Class Discussion: “The Wanderer” Class Discussion: Beowulf

WEEK	SCHEDULE OF ASSIGNMENTS
12	Class Discussion: "A Song for St. Cecilia's Day," "Alexander's Feast," etc. (to be assigned)
13	Dryden's "Mac Flecknoe" Film: 18th Century England Jonathan Swift Class Discussion: "Tale of a Tub," <u>Gulliver's Travels</u> , "Part IV;" "A Modest Proposal"
14	Alexander Pope, Recording: "Poetry of Pope" Class Discussion: "Essay on Criticism," "The Rape of the Lock"
15	Alexander Pope, Class Discussion: "An Essay on Man" Types of 18th Century Poetry, Class Discussion: "The Seasons" Term Paper Due
16	THANKSGIVING VACATION
17	Samuel Johnson Class Discussion: <u>Rasselas</u> , "Preface to Shakespeare" Recording: "Prose from Burton to Johnson" Class Discussion: <u>Lives of the Poets</u> James Boswell: <u>The Life of Samuel Johnson</u> Review Fall Classes End
18	Examinations as scheduled

Course Inventory of Oral Roberts University Student Learning Outcomes
ENG 311—English Literature I
Fall 2005

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities	Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
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1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge		X		
1B	Sensitivity to the Holy Spirit		X		
1C	Evangelistic capability				X
1D	Ethical behavior		X		

2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy	X			
2C	Global & historical perspectives	X			
2D	Aesthetic appreciation	X			
2E	Intellectual creativity	X			

3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle				X

4	Outcome #4 – Socially Adept Proficiencies/Capacities				
4A	Communication skills	X			
4B	Interpersonal skills	X			
4C	Appreciation of cultural & linguistic differences	X			
4D	Responsible citizenship		X		
4E	Leadership capacity		X		

(Revised 1/15/04)