

Syllabus for  
**ENG 311/ENG 311H—English Literature I**  
3 Credit Hours  
Fall 2007

**I. COURSE DESCRIPTION**

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

Honors Distinctive: Students enrolled in the Honors section of this course will be expected to do an additional PowerPoint presentation that results in a significant in-depth research project (10-15 pages) in an area of their interest.

Prerequisite: None

ENG 311 is a single-semester course designed to introduce the student to the major authors and works of English literature from Anglo-Saxon Literature 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 will manifest 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.

**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.

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 *Faerie Queene* as a courtesy book, romantic epic and allegory.
  - f. Discuss Shakespeare's sonnets—motifs, background, imagery, structure, moods, etc.
  - g. Discuss *King Lear*—plot, themes, characterization, structure, background, sources, etc.
  - h. 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.
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. TEXTBOOKS AND OTHER LEARNING RESOURCES

Required Materials

Textbook

Greenblatt, Stephen, et al., eds. The Norton Anthology of English Literature. 8<sup>th</sup> ed. Vol. 1. New York: W. W. Norton & Company, 2006.

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means.
4. 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.
5. Students are to be in compliance with University, school, and departmental policies regarding ePortfolio requirements. Students should consult the ePortfolio handbooks for requirements regarding general education and the students' majors.
  - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
  - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

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.
8. **ePortfolio**
  - a. Compliance - To be listed as "compliant" the student must correctly submit electronically the artifact for assessment. "Noncompliant" means the student has either not submitted or incorrectly submitted the artifact electronically. It is the student's responsibility to ensure that he or she is in compliance. Compliance is verified by checking for the assessment results in the student's ePortfolio. If there is a problem, the student may receive notification by the professor/assessor through the student's ORU email address.
  - b. Requirements - The ePortfolio requirements for this class are listed in the English Department ePortfolio Handbook.

- C. Course Policies and Procedures
  1. Evaluation Procedures

The normal breakdown of grades for the course is as follows. The Honors breakdown is underlined.

- a. Analysis Paper over a work not covered in class (4-5 pages, 4-5 sources) (15%) (10%)
  - b. Cultural, Historical, or Religious Background for each Literary Period with PowerPoint Presentation (4 pages, 3-4 sources) (15%) (15%)
  - c. Critical Analysis Research Paper (5-6 pages, 5-6 sources) (20%) (10%)
  - d. Weekly Posts on the Forum (Each post should be 200 words.) (10%) (10%)
  - e. Midterm (20%) (20%)
  - f. Final (20%) (20%)
  - g. In-depth Critical Research Paper (15%)
  - g. Successful uploading of required ePortfolio artifact. This is an assignment worth 5% of the semester grade. If a student is required to submit an ePortfolio artifact and fails to submit it or submits it incorrectly, a zero will be assigned, resulting in a 5% deduction from his or her final semester grade.
2. ePortfolio Requirements
    - a. The Christian Worldview essay fulfills the University's outcome 1.1, Integrating Faith and Learning.
    - b. Artifacts not submitted electronically or incorrectly submitted receive a zero for that assignment.

## VI. COURSE CALENDAR

### WEEK SCHEDULE OF ASSIGNMENTS

#### Anglo-Saxon Literature

- 1 Review Syllabus and Class Procedures  
Bede and "Caedman's Hymn"
- 2 "The Dream of the Rood"  
"The Wanderer"  
"Judith"  
King Alfred, "Preface to the Pastoral Care"  
"The Wife's Lament"

#### Anglo-Norman Literature

The Anglo-Saxon Chronicle [Obituary for William the Conqueror]  
 Geoffrey of Monmouth: The History of the Kings of Britain  
 [The Story of Brutus and Diana's Prophecy]  
 Wace: Le Roman de Brut [The Roman Challenge]  
 Layamon: Brut [Arthur's Dream]  
 The Myth of Arthur's Return  
 Geoffrey of Monmouth: From the History of the Kings of Britain  
 Wace: From Le Roman de Brut  
 Layamon: From Brut

Ancrene Riwe (Rule for Anchoresses) [The Parable of the Christ-Knight]

- 3 Beowulf

### Medieval English Literature

- 3 Sir Gawain and the Green Knight  
Geoffrey Chaucer, The Canterbury Tales  
“The General Prologue”
- 4 “The Pardoner’s Prologue and Tale,”  
“The Nun’s Priest’s Tale,” “The Parson’s Tale,” Chaucer’s Retraction  
  
William Langland, “The Vision of Piers Plowman”
- 5 Middle English Incarnation and Crucifixion Lyrics  
  
Julian of Norwich, A Book of Showings to the anchoress Julian of Norwich  
Margery Kempe, The Book of Margery Kempe  
  
The York Play of the Crucifixion
- 6 The Wakefield Second Shepherds’ Play  
  
Everyman

### Renaissance Literature (Sixteenth Century)

- The English Bible  
  
William Tyndale : The Obedience of a Christian Man  
Thomas More : A Dialogue Concerning Heresies  
John Calvin : The Institution of Christian Religion  
Anne Askew ; From The First Examination of Anne Askew  
John Foxe : Acts and Monuments  
Book of Common Prayer : From the Form of Solemnization of Matrimony  
Book of Homilies : From An Homily Against Disobedience and Willful Rebellion  
Richard Hooker : Of the Laws of Ecclesiastical Polity  
Robert Southwell : The Burning Babe
- 7 Edmund Spenser, The Faerie Queene
- 8 William Shakespeare, (selected sonnets)  
King Lear  
**Midterm Exam**

### Seventeenth-Century Literature

- 9 John Donne (selected poems)  
Izaak Walton

- 10 Ben Jonson (selected epigrams)  
Sir Thomas Browne, Religio Medici  
George Herbert (selected poems)
- 11 John Milton (selected poems and sonnets), Paradise Lost

### **The Restoration and the Eighteenth Century**

- 12 John Dryden, "Epigram on Milton," "An Essay of Dramatic Poesy," "The Author's Apology for Heroic Poetry and Heroic License," "A Discourse Concerning the Original and Progress of Satire," "The Preface to Fables Ancient and Modern"  
  
John Bunyan, The Pilgrim's Progress  
  
John Locke, "An Essay Concerning Human Understanding"  
Sir Isaac Newton, From "A Letter of Mr. Isaac Newton"
- 13 Jonathan Swift, Gulliver's Travels,  
Jonathan Swift, "A Modest Proposal"
- 14 Alexander Pope, "An Essay on Criticism," "The Rape of the Lock,"  
"An Essay on Man"
- 15 Samuel Johnson, "Preface to Shakespeare," Lives of the Poets  
James Boswell: The Life of Samuel Johnson  
Review for Final
- 16 **Final Examination**



**Course Inventory of Oral Roberts University Student Learning Outcomes**  
**ENG 311—English Literature I**  
**Fall 2007**

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.

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

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

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

<b>4</b>	<b>Outcome #4 – Socially Adept</b> 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)