

Syllabus for  
**ENG 311—English Literature I**  
3 Credit Hours  
Fall 2000

I. COURSE DESCRIPTION

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

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.

Prerequisite: None

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. COURSE OBJECTIVES

A. Terminal Objectives

After successfully completing the course, the student should 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. Relate at least three outstanding characteristics of the works of each writer.
  - e. Point out the writer's contribution in the development of English literature.
  - f. Discuss the title, author, genre, theme, and literary significance of each work.
  - g. 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).
  - h. Analyze a literary work by discussing genre, style, form, poetic or prose devices, etc.

- i. Compare and/or contrast a given literary work with another of the same type.
  - j. 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*.
    - c. Discuss the "Caedmonian School" of poetry—the characteristics of this poetry and the poems ascribed to this group.
  - 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.
    - g. Discuss how literature reveals the worldview of man in the Middle Ages.
    - h. Discuss how the worldview of man changed from the Middle Ages to the Renaissance.
  - 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. Discuss the following genres and literary conventions:
      - (1) pastoral (lyric, drama, romance)
      - (2) complaint poem
      - (3) heroic epistle
      - (4) satire
      - (5) epigram
      - (6) heroic poem
    - d. Trace the development of comedy and tragedy in the theater.
    - e. Discuss the "chain of being" and the way this concept influenced literature.
    - f. Discuss the basic concept of 16th century thinkers and the way man viewed his purpose in life in this period.
    - g. Discuss the *Shepherd's Calendar*—meters, structure, genre, diction, etc.
    - h. Discuss the *Faerie Queene* as a courtesy book, romantic epic and allegory.
    - i. Discuss the "epithalamion"—type of poem, structure, diction, themes, etc.
    - j. Discuss Shakespeare's sonnets—motifs, background, imagery, structure, moods, etc.
    - k. Write a complete analysis of one of Shakespeare's sonnets—genre, structure, imagery, poetic devices, theme, tone, diction, etc.
    - l. Discuss *King Lear*—plot, themes, characterization, structure,

- background, sources, etc.
- m. Identify the following:
  - (1) ballad
  - (2) broadside ballad
  - (3) madrigal
  - (4) inkhorn terms
  - (5) indenture English
- n. Discuss the characteristics of "euphemism."
- o. 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 how the new science altered the Elizabethan worldview.
  - b. 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.
  - c. Discuss the characteristics of metaphysical poets.
  - d. Discuss the characteristics of cavalier poetry and name the major cavalier poets.
  - e. Discuss the revival of interest in Donne's poetry in the 20th century.
  - f. Analyze Donne's Holy Sonnets 10 and 14, using the guide to poetry.
  - g. Discuss Jonson's major contributions to literature (drama, poetry, and criticism).
  - h. Summarize the three divisions into which Milton's life seems to fall.
  - i. Analyze the following poems by using the study guide:
    - (1) "Lycidas"
    - (2) "When I Consider How My Light Is Spent"
  - j. Discuss the epic conventions in Paradise Lost.
  - k. Discuss the structure of the poem.
  - l. Discuss Milton's theme as expressed in the first 25 lines of the poem.
  - m. Discuss the idea of the "fortunate fall" as set forth in Book XI
  - n. Comment on the elements of classical Greek tragedy that are found in Samson Agonistes.
  - o. Discuss the writing of histories in the 17<sup>th</sup> century.
  - p. Discuss the writing of biographies in the 17<sup>th</sup> century.
  - q. Show how the concept of wit changes from the Renaissance to the 18<sup>th</sup> 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. Identify and discuss the ideas of the Whig and Tory political parties.
  - c. Discuss the concepts of Deism.
  - d. Define the following:
    - (1) enthusiasm
    - (2) sentimentalism
    - (3) noble savage
    - (4) neoclassical
  - e. Discuss the rise of Methodism and its significance.
  - f. Discuss the ideas of the neoclassical critics in the following areas:
    - (1) poet
    - (2) nature
    - (3) imitation

- (4) wit
- (5) the rules
- (6) the unities
- g. Discuss the development in the following verse forms:
  - (1) heroic couplet
  - (2) blank verse
  - (3) Spenserian stanza
- h. Discuss the characteristics of the following types of drama:
  - (1) comedy of manners
  - (2) classical tragedy
  - (3) heroic play
  - (4) sentimental comedy
- i. Discuss the characteristics of the following genres as practiced in the period:
  - (1) mock heroic
  - (2) satire
  - (3) periodical essay
  - (4) nature poetry
  - (5) ode
  - (6) sonnet
- j. Discuss the school of nature poets.
- k. Discuss the "Graveyard School of Poetry"—authors, works, themes, etc.
- l. Discuss the rise of the novel—writers, types, works.
- m. Discuss Dryden as the leading literary figure of his time.
- n. Discuss Dryden's literary achievements in criticism, drama, poetry, and prose.
- o. Discuss how Dryden achieves variety in his use of the heroic couplet.
- p. Analyze the following works:
 

"Song for St. Cecilia's Day," "Prologue to the Tempest,  
 "Absalom and Achitophel," "Alexander's Feast," "Mac  
 Flecknoe," An Essay of Dramatic Poesy
- q. Discuss Dryden's evaluation of Johnson, Shakespeare, Donne, and Chaucer in his literary criticism.
- r. Discuss Swift's tragic vision of man as set forth in the fourth voyage of Gulliver's Travels.
- s. Discuss Swift's satire method in "A Modest Proposal."
- t. Discuss the periodical essay as a literary genre.
- u. Discuss the purpose in writing the Spectator.
- v. Discuss the characteristics of Pope's literary style.
- w. Discuss the "Rape of the Lock"—genre, themes, background, literary devices, style, tone. etc.
- x. Summarize the major idea expressed in each of the four sections of the poem.
- y. Discuss Pope's concept of the purpose of satire.
- z. Discuss the major theme of all of Johnson's works.
  - (1) discuss Johnson's prose style.
  - (2) discuss Johnson's "general principles" for every writer.
  - (3) summarize the plot of Rasselas.
  - (4) discuss Johnson's concept of the poet as set forth in Rasselas.
  - (5) discuss Johnson's comments on Shakespeare as related to the following:

- (a) characters
- (b) heroes
- (c) plots
- (d) unities
- (e) mixture of the comic and serious
- (6) discuss Johnson's criticism of metaphysical poetry as set forth in his essay on Cowley.
- (7) discuss Johnson's criticism of Milton's literary works, especially "Lycidas" and Paradise Lost from his essay on Milton.
- (8) discuss Johnson's comparison of Pope and Dryden from his essay on Pope.
- (9) discuss the chief aspect of Boswell's Life of Johnson.
- (10) discuss the plan of Boswell's Life.

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. 7<sup>th</sup> ed., N Y: 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 and faculty at Oral Roberts University adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software.

- 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 \$10 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  UNIT II: Medieval English Literature  Chaucer <u>The Canterbury Tales</u> "The Wife of Bath's Tale" Class Discussion: "The General Prologue" "The Wife of Bath's Tale" "Medieval England: A Famous Pilgrimage"
3	Chaucer Class Discussion: "The Pardoner's Tale" "The Nun's Priest's Tale" "Retraction and Lyrics" Class Discussion: <u>Sir Gawain and the Green Knight</u>

WEEK	SCHEDULE OF ASSIGNMENTS
4	UNIT III: The Literature of the Renaissance  The 16th Century: Introduction: "The Renaissance"
5	Edmund Spenser The Shepheardes Calendar Class Discussion: <u>The Faerie Queene</u> "Book I"; "Book II"; Canto XII; Book III; Canto VI  Edmund Spenser <u>The Faerie Queene</u> (selected portions) "Amoretti" Class Discussion: "Sonnet 75" "Epithalamion"
6	Slides: "Medieval Heritage of Elizabethan Tragedy" William Shakespeare Class Discussion: "That Time of Year" Class Discussion: The Sonnets
7	16th Century Lyrics Topics in 16th Century Literature
	UNIT IV: 17th Century Literature
	The 17th Century John Donne Class Discussion: "The Canonization"; "A Valediction: Forbidding Mourning"
8	John Donne Works to be assigned in class  Class Discussion: John Donne
9	John Milton Class Discussion: "Lycidas," "When I Consider How My Light Is Spent"  John Milton Class Discussion: <u>Paradise Lost</u> , "Book XII"; <u>Samson Agonistes</u>
10	John Milton
11	UNIT V: Restoration and 18th Century Literature  The Restoration and the 18th Century  John Dryden Class Discussion: To be assigned



WEEK	SCHEDULE OF ASSIGNMENTS
11	John Dryden Class Discussion: "A Song for St. Cecilia's Day," "Alexander's Feast," etc. (to be assigned)
12	Dryden's "Mac Flecknoe"  Film: 18th Century England  Jonathan Swift Class Discussion: "Tale of a Tub"  Jonathan Swift Class Discussion: <u>Gulliver's Travels</u> "Part IV," "A Modest Proposal"
13	Alexander Pope, Recording: "Poetry of Pope" Class Discussion: "Essay on Criticism," "The Rape of the Lock"
14	Alexander Pope, Class Discussion: "An Essay on Man"  Types of 18th Century Poetry, Class Discussion: "The Seasons" "Poetry of 18th Century" Term Paper Due  THANKSGIVING VACATION
15	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 Examinations as scheduled

## VII. ASSESSMENT SUMMARY