

Syllabus for
ENG 311—English Literature I
3 Credit Hours
Fall 1999

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.

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

In order for the student to achieve the purposes of the course, the following statement of objectives has been formulated.

At the end of the course of study, the student is expected to be able to relate the following information about the periods, writers, and works included in the attached schedule.

- A. The periods (Anglo-Saxon, Medieval, 16th century, 17th century, Restoration and 18th century).
1. An ability to discuss the religious, social and political events that influenced the literature of each period.
 2. An ability to describe the characteristics of the literature of each period.
 3. An ability to name the important writers and works of each period.
 4. An ability to relate at least three outstanding characteristics of the works of each writer.
 5. An ability to point out the writer's contribution in the development of English literature.
 6. An ability to discuss the title, author, genre, theme, and literary significance of each work.
 7. An ability to 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).
 8. An ability to analyze a literary work by discussing genre, style, form, poetic or prose devices, etc.

9. An ability to compare and/or contrast a given literary work with another of the same type.
10. An ability to 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:
 - (1) courtesy book
 - (2) romantic epic
 - (3) 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 XII.
 - n. comment on the elements of classical Greek tragedy that are found in Samson Agonistes.
 - o. discuss the writing of histories in the 17th century.
 - p. discuss the writing of biographies in the 17th century.
 - q. 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. 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:
 - (1) "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.
 - aa. discuss Johnson's prose style.
 - bb. discuss Johnson's "general principles" for every writer.
 - cc. summarize the plot of Rasselas.

- dd. discuss Johnson's concept of the poet as set forth in Rasselas.
- ee. discuss Johnson's comments on Shakespeare as related to:
 - (1) characters
 - (2) heroes
 - (3) plots
 - (4) unities
 - (5) mixture of the comic and serious
- ff. discuss Johnson's criticism of metaphysical poetry as set forth in his essay on Cowley.
- gg. discuss Johnson's criticism of Milton's literary works, especially "Lycidas" and Paradise Lost from his essay on Milton.
- hh. discuss Johnson's comparison of Pope and Dryden from his essay on Pope.
- ii. discuss the chief aspect of Boswell's Life of Johnson.
- jj. 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:

- 1. SC 1: Maintains current knowledge of content-area concepts of written and oral communication, literature, and language systems (phonetic, semantic, syntactic, pragmatic);
- 2. SC 2: Applies comprehension, analysis, interpretation, synthesis and evaluation of a auditory, written, and visual messages;
- 3. SC 5: Understands the influences of social and historical contexts and culture on language and literature and adapts instruction accordingly;
- 4. 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

Abrams, M. H. et al., (Eds.) The Norton Anthology of English Literature. NY: W. W. Norton & Company, 1993.

V. COURSE PROCEDURES

A. Course prerequisites—None

B. Evaluation Procedures

- 1. Grades in ENG 311 will be based upon essay exams (given at the end of each literary period), the novel critique, and the term paper.
- 2. The five essay examinations will comprise 75 percent of the final grade, the novel critique 5 percent, and the term paper 20 percent.
- 3. English majors should retain appropriate documentation for their portfolios.

C. University Policies

- 1. "Consistent with Section 504 of The Rehabilitation Act of 1973, and the

Americans with Disabilities Act, ORU ensures that no 'qualified individual' will be denied reasonable accommodation in the form of modification of policies, practices and/or procedures." Students with disabilities who wish to access services should contact their professor(s) and the Office of Disability Services at Ext. 7355 to initiate the process.

2. Students and faculty at ORU adhere to all laws addressing the ethical use of others' materials, whether it be in the form of print, video, multimedia, or computer software.
3. Student taking a late exam because of an unauthorized absence will be charged a late exam fee.

VI. ATTENDANCE POLICY

- A. Attendance at each class or laboratory is mandatory at Oral Roberts University.
- B. Double cuts will be assessed for absences immediately preceding or following holidays.
- C. Absences in excess of the number of times the class meets per week will be considered excessive and can adversely affect the course grade.
- D. Students taking a late exam because of an unauthorized absence will be charged a late-exam fee.
- E. Excessive absences can reduce a student's grade or deny credit for the course.

VII. 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: Sir Gawain and the Green Knight

4 UNIT III: The Literature of the Renaissance

The 16th Century:
Introduction: "The Renaissance"

- 5 Edmund Spenser
The Shepheardes Calendar
Class Discussion: The Faerie Queene "Book I"; "Book II"; Canto XII;
Book III; Canto VI

Edmund Spenser
The Faerie Queene (selected portions)
"Amoretti"
Class Discussion: "Sonnet 75"
"Epithalamion"

WEEK SCHEDULE OF ASSIGNMENTS

- 6 Slides: "Medieval Heritage of Elizabethan Tragedy"
William Shakespeare
Class Discussion: "That Time of Year"

William Shakespeare
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	<p>John Milton Class Discussion: "Lycidas," "When I Consider How My Light Is Spent"</p> <p>John Milton Class Discussion: <u>Paradise Lost</u>, "Book XII"; <u>Samson Agonistes</u></p>
10	John Milton
11	<p>UNIT V: Restoration and 18th Century Literature</p> <p>The Restoration and the 18th Century</p> <p>John Dryden Class Discussion: To be assigned</p> <p>John Dryden Class Discussion: "A Song for St. Cecilia's Day," "Alexander's Feast," etc. (to be assigned)</p>
12	<p>Dryden's "Mac Flecknoe"</p> <p>Film: 18th Century England</p> <p>Jonathan Swift Class Discussion: "Tale of a Tub"</p> <p>Jonathan Swift Class Discussion: <u>Gulliver's Travels</u> "Part IV," "A Modest Proposal"</p>
WEEK	SCHEDULE OF ASSIGNMENTS
13	<p>Alexander Pope, Recording: "Poetry of Pope" Class Discussion: "Essay on Criticism," "The Rape of the Lock"</p> <p>"The Rape of the Lock" (continued)</p>
14	<p>Alexander Pope, Class Discussion: "An Essay on Man"</p> <p>Types of 18th Century Poetry, Class Discussion: "The Seasons" "Poetry of 18th Century" Term Paper Due</p> <p>THANKSGIVING VACATION</p>
15	<p>Samuel Johnson Class Discussion: <u>Rasselas</u>, "Preface to Shakespeare" Recording: "Prose from Burton to Johnson"</p> <p>Class Discussion: <u>Lives of the Poets</u></p> <p>James Boswell: <u>The Life of Samuel Johnson</u></p>

Review

Fall Classes End
Examinations as scheduled