

English 102 British Literature

(Syllabus subject to change)

Spring 2012

Instructor: John Black

Classroom: Zinzendorf 103

Class schedule: TTh 10:20-11:30

Blackboard enrollment code: ENGL102SP12

Email: jrblack@moravian.edu

Office: Zinzendorf 303

Office Hours: T 2:30-3:30, W 5:15-6:15,
and by appointment
English Dept. Phone: 861-1390

Required texts:

The Norton Anthology of English Literature: The Major Authors. 8th ed. Edited by Stephen Greenblatt *et al.* New York: Norton, 2005. (Norton also provides useful online resources. Refer to the *Preface* of your text.)

Occasional supplemental readings via Blackboard, photocopy, and reserve.

Films in class, on Blackboard, or on reserve.

Other useful books (in Reeves Library) and websites:

A Handbook to Literature. Edited by H. Holman and W. Harmon. (Reference PN41 .H6 1986)

A Glossary of Literary Terms. Edited by M. H. Abrams. (PN41 .A184 1988 - stacks)

The Bedford Handbook. 7th ed. Edited by D. Hacker. (Reference PE1408 .H277)

The University of Victoria's Hypertext Writer's Guide: <http://web.uvic.ca/wguide/>

The University of Wisconsin Writing Center Writer's Handbook: <http://www.wisc.edu/writing/Handbook/>

Critical Reading: A Guide (by J. Lye at Brock Univ.): <http://www.brocku.ca/english/jlye/criticalreading.html>

Course Description, Objectives, and Format:

Welcome to English 102! This class, in surveying samples of British literature from its earliest forms in the Old English period to its contemporary manifestations in the 21st century, allows you to read texts not only from a wide variety of genres and forms, but also from a diverse collection of major authors writing on many different themes. In addition, you will be introduced to the historical, cultural, and literary contexts in which the works were written, and you will be asked to consider the changes and continuities in English-language literature across the periods. Literature is a representation of reality; reading it requires you to interpret and to support your interpretation. Our discussions, presentations, and written assignments will help you refine the critical reading and writing skills essential not only to reading literature, but also to critical assessment and understanding in general. And, along the way, you'll get to enjoy some great reading! While short lectures, audio-visual aids, and presentations will introduce literary periods, figures, and pieces, our class will consist primarily of discussion: *preparation and participation are, therefore, essential to the success of the class and to your success in it.*

Reading Prompts, Quizzes, Presentations, Exams, and Papers:

For most every class, you'll be responsible for responding to prompts for the assigned readings. Make a photocopy to hand in to me at the beginning of class and keep a copy for your use in class and in reviewing for assignments. (Alternatively, you may email me a copy of your responses *before class*. Be sure to *type your name on the document you email to me.*)

Periodically, you'll have a short quiz covering basic facts or themes, or an explication or interpretation of a passage, or perhaps a short reading response. These short exercises help us keep up with the reading, serve as practice for our course exams, prompt us to think about what we've read, and provide us with a starting point for discussions. There are no make-up exercises; however, I will drop your lowest quiz/short response score.

As part of a small group, you'll make two presentations during the semester: one on the historical/cultural context of a literary period; the other on an assigned literary work from our syllabus.

You'll also take a midterm and a final examination, consisting of short answer questions (ID's, etc.) and longer essays.

Your best preparation for quizzes and exams is careful, thorough, and thoughtful reading and re-reading. I strongly recommend taking notes on what you read. When an introduction to a period or author is assigned, you should study this material carefully, as it will greatly assist in your understanding of the literature.

You will also write one 4-5 page analytical paper on a selected aspect of literature (e.g., theme, characters, style, etc.) in three works/literary periods. Please choose your topic in a timely fashion. Feel free to consult with me. A library research session, draft workshops, and individual conferences will help you strengthen your research and writing process. **I do not accept papers that have not been reviewed in the draft workshop process. Papers are due in class on the due dates noted on the syllabus. I do not accept or read late papers, except under very unusual circumstances.**

Further details for the presentations, exams, and paper will be discussed in advance of the assignments.

Extra Credit: Students may earn up to a total of three points of extra credit to be added at the end of the semester to their lowest assignment grade. Extra credit is earned through confirmed participation in various activities related to literature and writing. A student whose attendance is verified at a MCTC production or at a MC poetry or fiction reading will earn one point for each activity. Attendance at performances and readings at other Lehigh Valley institutions may also be eligible for extra credit. Similarly, any student for whom submission of creative work to *The Manuscript* or other literary journal is verified will earn one

point. Also, any student for whom a session with the Writing Center is verified will earn one point. Total extra credit may not exceed three points. One hundred points is the maximum possible total for the course.

Attendance and Participation:

Be here: I will take roll regularly. You are expected to attend each day. **Be prompt:** Class begins at 10:20 am sharp. **Be prepared:** Your first responsibility is to read carefully, re-read, and be prepared to discuss, both orally and in writing, all assignments. You should expect to devote several hours to preparing for each class. (A general rule of thumb for college courses is 2-3 hours outside of class for every hour in class.) **Participate:** Classes become more meaningful the more you engage yourself in them. Bring your textbook to class every day. You are expected to make comments or ask questions on the readings and topics each day. I will not hesitate to call on you if you are not contributing. Class time allotted for group work, group discussion, draft feedback, review, etc. is instructional time; you are expected to remain focused on the assigned activity for all of the allotted time.

If you know you will be absent from class, please talk to me beforehand. If you are sick, please notify me as soon as possible. *Your absence from more than three classes may affect your final grade. Every three times you come to class late or leave early without talking to me first will also count as an unexcused absence. Missing more than five classes may result in your failing the course. If you are tardy or absent, it is wholly your responsibility to determine what was covered in class and what revisions, if any, were made to the syllabus in your absence.*

Other notes: One of the qualities I expect and appreciate most in students is **personal integrity**. Students who exhibit this quality are ethical and honest, are engaged in class, turn in thoughtful assignments, are responsive to the world beyond themselves, meet deadlines, and keep me informed of any difficulties or successes they have while in my class. Also: Please refrain from bringing food and drink into the classroom, and please arrange to go to the restroom before or after class. *Please silence and put away all cell phones, pagers, etc. before coming into the classroom.*

Office Hours: Students are always welcome in my office. My office hours are times that I have set aside specifically to talk with you – not only about class and assignments, but also about life at Moravian, about something fun and exciting you’ve done, about challenges you’re encountering, or whatever. Make use of them. I realize that it may be difficult for you to meet during my posted office hours, so I’m also readily available by appointment: jblack@moravian.edu.

Other Resources:

- With your work on written assignments, I strongly encourage you to take advantage of the help available through appointment at the Writing Center (2nd fl, Zinzendorf). For more information, visit its website at: <http://home.moravian.edu/public/eng/writingCenter/appointments.htm>
- Similarly, the librarians in Reeves are very resourceful. Make it a habit of consulting with them when research questions arise. The library webpage (<http://home.moravian.edu/public/reeves>) is an excellent resource, offering live online help and research guides.
- The Learning Services Office (1307 Main St., 861-1510) provides many services to help you achieve academic success: <http://home.moravian.edu/public/stusvc/learning/>
- Another important resource that provides help with the demands of college life is The Counseling Center (also at 1307 Main St., 861-1510): <http://home.moravian.edu/public/stusvc/counseling/>
- Students who wish to request accommodations in this class for a disability should contact Mr. Joe Kempfer, Assistant Director of Learning Services for Disability Support, 1307 Main Street (extension 1510). Accommodations cannot be provided until authorization is received from the Office of Learning Services.

Academic Honesty: Plagiarism, representing someone else's work as your own, is a serious breach of personal integrity and a significant violation of the College’s Academic Honesty Policy. Consult the *Student Handbook* <http://www.moravian.edu/studentLife/handbook/academic/academic2.html> and read this policy in its entirety. I take the provisions of the Academic Honesty Policy very seriously and am obliged to report any suspected cases of plagiarism, the consequences of which may be failure, suspension, or dismissal from the College. If you plagiarize, you will receive a ‘zero’ on the plagiarized assignment, which will very likely result in your failure for the course. Ignorance of what constitutes plagiarism will not be accepted as an excuse. If at any time you have any questions about documenting sources properly (MLA style) or as to whether or not the aid you are receiving is authorized, don't hesitate to ask me. The Reeves Library online research tutorial also addresses the issue: <http://home.moravian.edu/public/reevestutorial/pages/index.htm>

Evaluation: Final grades are calculated on 10-pt. scale: 90=A-, 80=B-, etc. The instructor will apply both quantitative and qualitative assessments in determining grades for assignments and for the course.

Midterm exam.....	20%	Group presentations.....	10%
Analytical paper.....	25%	Prompts and Quizzes.....	10%
Final exam.....	25%	Class participation.....	10%

You must complete all requirements in order to pass the course.

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Jan.	17	T	Introduction; syllabus; policies and goals
	19	Th	Norton introduction to Middle Ages (1-23); Colorplates C1-C3 "Dream of the Rood" (24-26) <i>Beowulf</i> (26-44)
	24	T	<i>Beowulf</i> (44-97)
	26	Th	<i>Sir Gawain & the Green Knight</i> (112-65), group presentation (lit.) ; Colorplates C4-C8
	31	T	Chaucer's <i>The Canterbury Tales: The General Prologue</i> (165-90), group presentation (lit.)
Feb.	2	Th	Chaucer's <i>The Canterbury Tales: The Wife of Bath's Prologue and Tale</i> (207-34)
	7	T	Norton introduction to 16 th Century (319-47), group presentation (context) ; Religions in England (A79-82); Colorplates C9-C12 Wyatt: introduction (348-49), "The long love" and "Whoso list to hunt" (349-51) Surrey: introduction (353-54) and "Love, that doth reign" (354) Sidney: introduction (449-51) and from <i>Astrophil and Stella</i> , #20 and 74 (453, 455)
	9	Th	Marlowe: introduction (458-59) and "The Passionate Shepherd" (459-60) Raleigh: introduction (447-48) and "The Nymph's Reply" (448-49) Elizabeth I: introduction (357-58), Verse Exchange (361-62), and "Speech to the Troops at Tilbury" (362) Shakespeare: <i>Sonnets</i> #12 (498), #18 (499), and #130 (507)
	14	T	Shakespeare: <i>Twelfth Night</i> (510-72), group presentation (lit.) ; Colorplates C13-C15
	16	Th	Shakespeare: <i>Twelfth Night</i> (510-72); Colorplates C13-C15; review for midterm
	21	T	Midterm exam
	23	Th	Norton introduction to Early 17 th Century (575-99), group presentation (context) ; Colorplates C19-C21, C24 Jonson: introduction (638-40) and "Inviting a Friend to Supper" (642-43) Herrick: introduction (665-66), "Corinna's Going A-Maying" (667-69), and "To the Virgins" (669)
	28	T	Donne: introduction (600-602), "A Valediction: Forbidding Mourning" (611-12), and <i>Holy Sonnet</i> 14: "Batter My Heart, Three-Personed God" (624) Herbert: introduction (659-60), "The Altar" (660), and "Easter Wings" (661), group presentation (lit.) Marvell: introduction (675-77), "To His Coy Mistress" (677) Literary criticism paper assigned
Mar.	1	Th	Lanyer: introduction (630) and "Eve's Apology" (630-33) Wroth: introduction (650-51) and from <i>Pamphilia and Amphilanthus</i> (652-54) Cavendish: introduction (686-87) and from <i>The Blazing World</i> (687-92) Colorplates C16-C18, C22-C23
	6	T	No class – Spring Break
	8	Th	No class – Spring Break
	13	T	Milton: introduction (693-696) and selections from <i>Paradise Lost</i> (723-94), group presentation (lit.)

Mar.	15	Th	Selections from <i>Paradise Lost</i> (794-852) Paper topic due (by email by classtime)
	20	T	Library session; review paper topics with instructor
	22	Th	Norton introduction to Restoration and 18 th Century (853-78), group presentation (context) ; Colorplates C25-C31 Swift: introduction (971-73) and "A Modest Proposal" (1114-19) Equiano: introduction (1340) and from <i>The Interesting Narrative</i> (1340-49)
	23	Fri	Paper proposal due by email by 5pm
	27	T	Norton introduction to Romanticism (1363-87), group presentation (context) ; Colorplates C32-C40 Blake: introduction (1406-09); from <i>Songs of Innocence and of Experience</i> : "Lamb" (1412), "Little Black Boy" (1413), "Divine Image" (1414), "Tyger" (1420), "Human Abstract" (1423), "Poison Tree" (1424) William Wordsworth: introduction (1484-87) "Lines Composed a Few Miles Above Tintern Abbey" (1491-95) Coleridge: introduction (1609-11), "Rime of the Ancient Mariner" (1615-32)
	29	Th	Shelley: introduction (1731-34) and "Ozymandias" (1741) Keats: introduction (1820-22) and "Ode on a Grecian Urn" (1847-48) Wollstonecraft: introduction (1456-59) and Introduction to "A Vindication of the Rights of Woman" (1459-62)
Apr.	3	T	Paper draft workshop (bring 2 copies of draft to class); critique sample paper (print out sample paper from Bb, read and review, bring to class for discussion)
	5	Th	No class, in lieu of conferences (TBA)
	10	T	Norton introduction to Victorians (1885-1907), group presentation (context) ; Colorplates C41-C48 Elizabeth Barrett Browning: introduction (1921-22) and from <i>Sonnets from the Portuguese</i> (1926-27) Robert Browning: introduction (2051-54), "Porphyria's Lover" (2054-55), and "My Last Duchess" (2058-59) Hopkins: introduction (2158-60), "As Kingfishers Catch Fire" (2161) and "Pied Beauty" (2162-63)
	12	Th	Wilde: introduction (2211-12) and <i>The Importance of Being Earnest</i> (2221-63) Paper due (refer to "Some Guidelines for Submission of Written Assignments")
	17	T	Norton introduction to 20 th Century (2293-16), group presentation (context) ; Colorplates C49-C56 Conrad: introduction (2326-29) and <i>Heart of Darkness</i> (2329-86)
	19	Th	Yeats: introduction (2386-89), "The Lake Isle of Innisfree" (2391) and "Easter 1916" (2397-99) Woolf: introduction (2423-24) and "Kew Gardens" (handout; also on Bb) Eliot: introduction (2607-10) and "The Hollow Men" and "Journey of the Magi" (2628-32) Discuss final
	24	T	Beckett: introduction and "Endgame" (2661-88), group presentation (lit.) Walcott: introduction and "A Far Cry from Africa" (2770-71)
	26	Th	Welty: "Why I Live at the P.O." (handout; also on Bb) Wrap-up; final exam review; course evaluation

The Final Exam is scheduled for Mon. April 30 at 1:30pm in Zinzendorf 103. Plan accordingly.