

Collin College DigitalCommons@Collin

Fall 2018

2018

8-27-2018

British Literature I

Mary Anne Andrade Dr.
Collin College

Follow this and additional works at: https://digitalcommons.collin.edu/english_syllabifall2018

Recommended Citation

Andrade, Mary Anne Dr., "British Literature I" (2018). *Fall 2018*. 88.
https://digitalcommons.collin.edu/english_syllabifall2018/88

This Article is brought to you for free and open access by the 2018 at DigitalCommons@Collin. It has been accepted for inclusion in Fall 2018 by an authorized administrator of DigitalCommons@Collin. For more information, please contact mtomlin@collin.edu.

Updated: Aug. 3, 2018

Course Number: ENGL 2322

Course Title: British Literature I

Course Description: A survey of the development of British literature from the Anglo-Saxon period to the Eighteenth Century. Students will study works of prose, poetry, drama, and fiction in relation to their historical, linguistic, and cultural contexts. Texts will be selected from a diverse group of authors and traditions.

Course Credit Hours: 3
Lecture Hours: 3

Prerequisite: ENGL 1301

State-mandated Outcomes: Upon successful completion of this course, students will:

1. Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.
2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.
3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.
4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.
5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

Additional Collin Outcomes: Upon successful completion of this course, students should be able to do the following:

1. Demonstrate familiarity with a scope and variety of works.
2. Demonstrate knowledge of literature as expressions of individual and cultural values within social, political, historical, and religious contexts
3. Demonstrate critical thinking skills in oral and written discussion and argumentative analysis
4. Demonstrate correct MLA documentation conventions
5. Relate literature to personal experiences

Withdrawal Policy: See the current *Collin Registration Guide* for last day to withdraw.

Census date: Sept. 11 (All students must be participating in the course.)

Collin College Academic Policies: See the current *Collin Student Handbook*

Plagiarism policy: zero for the assignment; if it is a response paper, students may not choose to skip it.

Americans with Disabilities Act Statement: Collin College will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to contact the ACCESS office, SCC-G200 or 972.881.5898 (V/TTD: 972.881.5950) to arrange for appropriate accommodations. See the current *Collin Student Handbook* for additional information.

Dr. Mary Anne Andrade

Collin County Community College

Spring Creek Campus

Office hours: Monday, Wednesday, Friday: 10:30-11:00; Monday 1-2; Wednesday 1-2; Friday 1-1:30; Monday through Thursday; online office hours 5-6

Office: B-106; phone: 972-881-5823

E-mail: mandrade@collin.edu

Internet address: <http://iws2.collin.edu/andrade>

-

Class information:

Section Number: SO1

Meeting Times: MWF 11-11:50

Meeting Location: B112 SCC

Textbooks:

1) *The Norton Anthology of English Literature: The Major Authors*, vol. 1, ed. 9. ISBN: 978-0-393-91964-6

Also Shakespeare's *Henry IV, Part 1*

2) Online Chaucer's *The Canterbury Tales* in modern English translation. The textbook has some of these tales in the original Middle English. I prefer you to find modern translations of these tales on the Internet.

All of the works, except the modern translation of *Beowulf*, we will be studying are out of copyright, so you can find them all online if you can't afford the textbook. For *Beowulf*, I suggest you find any older edition of a British Literature I textbook if you can't afford the *Major Authors A* textbook.

No laptop computers in the classroom.

Keep graded essays in case of grade disputes.

I reserve the right to change this calendar, so please do not rely on a printed copy.

I will not accept more than one emailed assignment.

Method of Evaluation:

10% Participation Grade: this is based on attendance and class discussion. For a 90, you must have only missed three classes. Frequent tardiness will cause this grade to suffer, as well.

20%: Exams: Mid-Term and Final (10%)

50%: Response papers. Using the response paper topics listed in Weekly Assignments, write a one -page typed response. The grade will be based on the thoughtfulness of the response; the response paper must be in my hands before we discuss the particular topic; in other words, I want you to read the material assigned and respond to the topic question before we discuss it in class; therefore, I will not accept any late responses, but students may skip one.

Response papers are graded for content not form, so you don't need a formal organization. I will not grade off for grammar on these, unless the grammatical errors prevent my understanding of the paper. Length should be one to one and a half pages. Response papers with the grade of 85-90 will have quotations as well as a good response to the question; 75, good response but no quotations; 70, skimpy responses that are off the mark.

Support: for response papers and essays, it's important to remember that you have to back-up every assertion -- every point you make -- with quotations. And the quotations must support the thesis -- or main idea. Choosing the right quotations is important. Not just any quotation will do. Quotations are your proof; otherwise, all you are writing is an opinion. The essays and response papers should be analytical, not plot summary. Please read the samples below

20% Essay: typed, 4-5 pages long. Correct grammar and formal organization are required. See essay example for organization. See essay example for organization. Each

essay must have at least two scholarly sources from college data bases or library books. MLA style with a Works Cited page.

Obtaining secondary sources:

Library Resources: find a list of databases: Academic Search Complete, JSTOR, or Project Muse.

Do not use the Internet for your sources.

Primary sources: the text; that is to say, the story/stories/poem/poems you are analyzing. A citation for each of these must go on the Works Cited page.

Secondary sources: these are scholarly articles written about the texts. A citation for each of these must go on the Works Cited page

Knight Cite: this site helps you prepare your Works Cited page. Just fill in the blanks and this machine orders correctly the bibliographic information and provides the appropriate punctuation.

Grammar errors: Review these before writing responses and essays

Sample essay with sources

Sample response paper

Grading checklist: I use this checklist to grade your essays. If you have too many grammatical errors, you cannot make higher than a C.

Late essays: Late essays will not earn a grade higher than a C. I will not accept an essay later than two days. I will not accept any late writing response papers. You may skip one response paper, however.

Final Exam: Wed. Dec. 13. 11:00

British Literature Grade Sheet

Name _____

1 Essay _____ X 20% _____

1 Response _____

2 Response _____

3 Response _____

4 Response _____

5 Response _____

6 Response _____

Total _____ divided by 5 = _____ X 50% _____

Participation (In-class discussion and attendance) _____ 10%

Mid-Term Exam _____ X 10% _____

Final Exam _____ X 10% _____

Total _____



updated: Aug. 13, 2018

Week 1 Aug. 27-31

Mon. Introduction to the course

Wed. [Beowulf](#) site: the Map, Sutton Hoo, History and Religion

Web sites that may be of interest:

[The Electronic Beowulf](#)

[Beowulf Guide](#)

The Anglo-Saxon period objectives

After reading *Beowulf* and discussing the following topics, students will be able to make connections between the Anglo-Saxons and twenty-first century Americans. In the mid-term exam students will answer some of these questions.

1 What is the Anglo-Saxon attitude toward wealth, treasure, money?

2 What is the purpose of fighting?

3 What is the attitude toward women?

4 How do Anglo-Saxons see themselves in relationship to the universe? Do they seem to feel that they are favored by the gods or do they feel a malign or negative response from their gods? Do they have a comfortable vision of an afterlife?

5 What is the purpose of the stories of tribal feuding?

6 What are the characteristics of a good ruler? A bad?

Fri. Read *Beowulf*

Prologue: The Rise of the Danish Nation

Heorot is Attacked

The Hero Comes to Heorot

Week 2 Sept. 3-7 (Sept. 10 is census date. Monday is Labor Day, no class)

Wed. Read *Beowulf*

Feast at Heorot

The Fight with Grendel

Celebration at Heorot

Response paper # 1 due: What do the ceremonial aspects at the "Celebration at Heorot" tell us about the people in the epic of Beowulf?

Fri. Read *Beowulf*

Another Attack

Beowulf Fights Grendel's Mother (skim this book)

Another Celebration at Heorot

Read *Beowulf* (skip Beowulf Returns Home)

The Dragon Wakes

Beowulf Attacks the Dragon

Beowulf's Funeral

Response paper # 2: What are the characteristics of a good ruler? A bad?. You may only use quotations from the last half of the epic. The question on kingship must focus primarily on Beowulf's kingship as we see him in action with the dragon and Wiglaf.

Week 3 Sept. 10-14 (Sept. 10 census)

Mon. On [Chaucer's](#) site. The Middle Ages: the social order, art, cathedrals, and music.

Medieval period objectives

Primary learning objective: To show how the medieval (Middle Ages) period affects the West in the twentieth century.

Individual learning objectives. In the mid-term exam students will answer some of these questions.

1 Understand the difference between the Ptolemaic (earth-centered) vision of the universe and the Copernican (heliocentric) and how the difference between the two affects humankind's faith in God.

What is the state of Christian faith today?

2 Understand the hierarchical vision of life; cosmic, social (feudal), individual (the relationship of the soul and the body).

To what extent does this ancient concept affect us today? Do we believe in the separation of soul and body?

3 Understand St. Augustine's influence on literature.

Does his influence persist in the twentieth century?

4 Understand courtly love.

To what extent has courtly love shaped our expectations of love?

This week, please be reading ahead for the coming assignments on Chaucer's *The Canterbury Tales*.

Wed. Continue

Fri. Introduction to Chaucer and *The Canterbury Tales*

Week 4 Sept. 17-21

Mon. Chaucer's *The Canterbury Tales*: Read "The General Prologue."

Important notice: your textbook is incomplete; you need to use a modern English translation which you may buy in paper book or find on the Internet: Modern Language site with all the tales: [Canterbury Tales](#)

Film of Canterbury Cathedral

Wed. "The Pardoner's Tale"; we will watch a film of this in class

Fri. "The Miller's Tale" (audio in class)

Week 5 Sept. 24-28

Mon. Read "The Nun's Priest's Tale"

We will listen in class to "The Wife of Bath's Prologue and Tale"

Wed. Read "The Merchant's Tale;" "The Franklin's Tale" and "The Clerk's Tale" **Response paper # 3: Analyze what Chaucer is saying about marriage in these last three tales. Which of the marriages is the best and why?**

Fri. Read *Sir Gawain and the Green Knight*, p. 112
Part 1

History and Religion on the [Sir Gawain](#) site.

[Web site on Sir Gawain](#)

Week 6 Oct. 1-5

Mon. Read *Sir Gawain and the Green Knight*, pp. 124-137
Part 2

Wed. SGGK
Part 3

Cathedral films and discussion

Fri. Continue Part 3

Response paper # 4: Why does Gawain keep the green girtle and not pass it on to his host as agreed between them? Should he have kept the green girtle or given it to the host and gone willingly to meet his death at the Green Knight's hands? What does the court learn from this adventure when Gawain goes back and reports on his "failings"?

Week 7 Oct. 8-12

Mon. Introduction to [Malory](#). Read the excerpts in the textbook on Sir Thomas Malory's *Morte Darthur*, pp. 329: "The Conspiracy against Lancelot and Guinevere"

Wed. Monte Darthur: "War Breaks Out between Arthur and Lancelot," and "The Death of Arthur"

Internet sites on Malory and the Arthurian Tales:

Sir Thomas Malory

King Arthur

Fri. Introduction to Shakespeare and the Renaissance

Week 8 Oct. 15-19 (Friday is the last day to withdraw.)

Mon. Essay # 1 due, Oct. 15. In *Sir Gawain and the Green Knight*, and in the story of Sir Thomas Malory's *Morte Darthur*: "The Conspiracy against Lancelot and Guinevere," "War Breaks Out between Arthur and Lancelot," and "The Death of Arthur," the knights are faced with grave moral dilemmas. Explain the moral choices they must make and whether their choices are for the best. Right or wrong, the knights have something to teach their society. What is it? See Syllabus for instructions on writing the essay.

Introduction to Shakespeare and the Renaissance

Wed. Henry IV, Part 1, Act 1: Film in class

Fri. Write the mid-term exam. Topics for the mid-term. Write on both of the following topics:

- 1) Analyze Beowulf's rise from a landless Geat to king of the Geats. What wisdom and leadership qualities does he acquire and how?**
- 2) In at least 3 of Chaucer's tales, show where he has a high moral purpose and where he perhaps is amusing himself.**

Checklist for grading:

_____ Focuses on the topic:

_____ Develops ideas well

_____ Needs more development, more explanation

_____ Writes on all the texts in the prompt

_____ Supports the analysis with quotations from the texts

_____ Good grammar and diction

Week 9 Oct. 22-26

Mon. Mid-Term Exam is due at beginning of class.

Watch Henry IV, Act 2: Film in class

Wed. Henry IV, Henry IV, Part 1, Act 3: Film in class

Fri. Henry IV, Part 1, Act. 4

Week 10 Oct. 29-Nov. 2

Mon: Henry IV, Part 1, Act 5

Wed. Shakespeare's Sonnets

Fri. [John Donne](#): read "The Sun Rising"; "The Flea"; "A Valediction: Forbidding Mourning"; "The Relic"

Week 11 Nov. 5-9

Mon. Read from John Donne's *Holy Sonnets*, read 5 " I am a little world made cunningly"; "Batter my heart, three-personed God; "Death, be not proud, though some have called thee"

Andrew Marvell: "To His Coy Mistress"

Wed. [John Milton](#), *Paradise Lost*, Introduction

Fri. Read Book 1, *Paradise Lost* (but skip lines 375-570)

Week 12 Nov. 12-16

Mon. Book II

Wed. Book III

Fri. Book IV Response paper # 5: Describe the characteristics of Adam and Eve.

Week 13 Nov. 19-23

Mon. Book IV continued

Wed. (Thanksgiving Holiday)

Fri. no class

Week 14 Nov. 26-30

Mon. Book IX

Wed. Book X

Fri. Response 6: Analyze Milton's treatment of Satan, from the first book through the temptation.

Week 15 Dec. 3-7

Mon. Introduction to The Enlightenment and the eighteenth century.

Wed. Jonathan Swift, *Gulliver's Travels, Part 4. A Voyage to the Country to the Houyhnhnms*, chapters 1-6

Fri. [Jonathan Swift](#), *Gulliver's Travels, Part 4. A Voyage to the Country to the Houyhnhnms*, chapters 7-12

Week 16 Dec. 10-14 Final Exam Week

Take-home exam due Wed. at 11 a. m. sharp. Dec. 12. Bring to the classroom.

For the following topics write what would amount to a response paper for each, at least a page long for each. Be sure you support your argument with textual evidence (quotations):

- 1. Compare and contrast Hal and Hotspur in *Henry IV, Part 1*. How do they develop the central meaning of the play?**
- 2. Discuss the ways that Jonathan Swift in *Gulliver's Travels* criticizes human beings through the conversations between Gulliver and the head Houyhnhnm, include what Swift (through Gulliver) has to say about war, law, and medicine.**