

English 221

Fall, 2011

British Literature to 1798

Dr. Marcy North
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Ms. Megan Darby
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Mr. Paul Zajac
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Lectures:

MW 12:20-1:10 in 026 Hosler Building

Section Meetings and Office Hours:

Section 1 (Mr. Smith)

Friday 9:01-9:55 in 122 Pond Lab Building

Section 2 (Mr. Smith)

Friday 10:10-11:00 in 202 Ferguson Building

Office Hours for Mr. Smith Tues. 3:30-5:00 and Fri. 11:00-12:30 in 12 F Burrowes Building

Section 3 (Ms. Darby)

Friday 11:15A-12:05 in 220 Thomas Building

Section 4 (Ms. Darby)

Friday 12:20-1:10 in 014 Life Sciences Building

Office Hours for Ms. Darby Mon., 10:30-12:00 and Fri. 9:30-11:00 in 12 G Burrowes Building

Section 5 (Mr. Zajac)

Friday 1:25-2:15 in 010 Life Sciences Building

Section 6 (Mr. Zajac)

Friday 2:30-3:20 113A in Chambers Building

Office Hours for Mr. Zajac Mon., 1:30-3:00 and Tues. 9:30-11:00 in 227 G Burrowes Building

Office Hours for Dr. North Tuesday, 8:00-9:30 and Fri. 9:00-10:30 in 254 Burrowes Building

Course Description: Students in 221 will explore the early genres of English literature that predate the popularity of the novel—allegories, epics, sonnets, satires, lais, fabliaux, popular drama, and prose intrigues, among others. Many of the authors we study will be familiar to students, but the emphasis in this course will be less on the iconic status of great authors and more on the literary traditions and cultures that make their works meaningful. Special attention will be given to poetic genres, not only because most pre-modern literature is poetic but also because students of English literature should acquire the skills to read and analyze poetry. Students will be encouraged to set aside modern assumptions about literature and enjoy the treasures of the past. They will be expected to read closely and critically, to learn some basic formal principles of early literature, to become familiar with the cultural conditions of early literary production, and to recognize a variety of genres and styles. Requirements will include 3 essays, weekly quizzes, section assignments and activities, regular attendance, and participation in discussion sections.

Course Structure: Students in 221 will attend Monday and Wednesday lectures in 026 Hosler Building and then meet with their discussion sections at the designated time and place on Friday. The section meetings offer students the chance to discuss literature in depth with a smaller group of peers and to engage with the literature more actively through small in-class assignments. Participation in section activities is mandatory and is worth 10% of your final grade. Section instructors will collect and grade all assignments for their section participants, keep roll for their sections, meet with students in office hours, and work with students to solve any academic problems and challenges. The section instructors are in regular communication with Dr. North and with each other, and their evaluation criteria and grading policies have been standardized. If you have a question about a grade, policy, assignment, absence, or other administrative matters, you should consult with your section instructor first. You should feel free to meet with Dr. North as well, especially to talk about the literature! Be advised, however, that Dr. North will always consult with a student's section instructor before making any decisions or exceptions regarding student records, grades, and attendance.

Required Texts: *The Norton Anthology of English Literature, 8th Edition, vols. A, B, and C.*
Marriage A-la-Mode Methuen Drama (New Mermaids Edition)
Literary selections available through ANGEL or through a PSU Library Database

Assignments, Graded Requirements and Grade Percentages:

Weekly quizzes (10 for full credit)	40% (4% each)
Two short papers (1-2 pages each)	25% (12.5% each)
One final paper (3-4 pages)	20%
Discussion section activities and small assignments	10%
Participation and attendance	5%

Schedule of Readings and Assignments:

Week	Day	Date	Text	Due dates
1	Mon	8/22/2011	Introduction and Anglo-Saxon Riddles	
1	Wed	8/24/2011	<i>Beowulf</i>	
1	Fri	8/26/2011	<i>Beowulf</i> discussion	
2	Mon	8/29/2011	<i>Beowulf</i>	
2	Wed	8/31/2011	Marie de France's <i>Lais</i>	Quiz # 1
2	Fri	9/2/2011	History of English Language, <i>Beowulf</i> to Marie to <i>Gawain</i>	
	Mon	9/5/2011	Labor Day	
3	Wed	9/7/2011	<i>Gawain and the Green Knight</i> , and <i>fin amour</i> (courtly love—a concept, not a work).	
3	Fri	9/9/2011	Discussion of <i>fin amour</i> , practice reading Chaucer (Quiz will include Marie and <i>Gawain</i> , but not <i>Beowulf</i>)	Quiz # 2
4	Mon	9/12/2011	Chaucer's "General Prologue"	
4	Wed	9/14/2011	Chaucer's "Miller's Tale"	Quiz # 3
4	Fri	9/16/2011	Discussion of "Miller's Tale"	
5	Mon	9/19/2011	Medieval drama, York "Play of the Crucifixion," <i>Second Shepherds' Play</i> , "Noah's Flood"	
5	Wed	9/21/2011	Medieval drama continued	Quiz # 4
5	Fri	9/23/2011	Medieval drama discussion and dramatic exercise	
6	Mon	9/26/2011	Henrician Poets, Skelton, Wyatt, & Surrey	
6	Wed	9/28/2011	Psalms Translations, Wyatt to Sidney	
6	Fri	9/30/2011	Discussion of Wyatt	Paper # 1
7	Mon	10/3/2011	Elizabethan Poets, Whitney, Raleigh, Oxford, Dyer, etc.	
7	Wed	10/5/2011	Sidney and Sonneteers (Quiz will include Henrician poets as well as Elizabethan poets)	Quiz # 5
7	Fri	10/7/2011	Discussion of Sonnets	
8	Mon	10/10/2011	Spenser's <i>Faerie Queene</i> (Mr. Zajac lecturing)	
8	Wed	10/12/2011	Spenser's <i>Faerie Queene</i> (Ms. Darby lecturing)	Quiz # 6
8	Fri	10/14/2011	Discussion of Spenser	
9	Mon	10/17/2011	From Barnabe Rich's Farewell to his Military Profession, "Apollonius and Silla" and Elizabethan Jests—see ANGEL	
9	Wed	10/19/2011	Shakespeare's <i>Twelfth Night</i> (movie)	Quiz # 7
9	Fri	10/21/2011	<i>Twelfth Night</i> and Barnabe Rich discussion	
10	Mon	10/24/2011	Shakespeare's <i>Twelfth Night</i> (Mr. Smith lecturing)	
10	Wed	10/26/2011	Shakespeare's <i>Twelfth Night</i> (movie)	
10	Fri	10/28/2011	Shakespeare's <i>Twelfth Night</i> discussion	Paper # 2
11	Mon	10/31/2011	Stuart Poets Donne	
11	Wed	11/2/2011	Cavalier and Royalist Poets, Herrick, Carew, Suckling, Lovelace, Marvell, Philips, etc.	Quiz # 8
11	Fri	11/4/2011	Discussion of Donne & Cavaliers	
12	Mon	11/7/2011	Milton's <i>Paradise Lost</i> , selections to be announced	
12	Wed	11/9/2011	Milton's <i>Paradise Lost</i> , selections to be announced	Quiz #9
12	Fri	11/11/2011	Discussion of Milton's <i>Paradise Lost</i> , selections to be announced.	
13	Mon	11/14/2011	John Dryden's <i>Marriage A-la-mode</i>	
13	Wed	11/16/2011	John Dryden's <i>Marriage A-la-mode</i>	Quiz #10
13	Fri	11/18/2011	Discussion of <i>Marriage A-la-mode</i>	
			Thanksgiving Break, Nov. 21-25	
14	Mon	11/28/2011	Jonathan Swift's <i>Gulliver's Travels</i>	
14	Wed	11/30/2011	Jonathan Swift's <i>Gulliver's Travels</i>	Quiz # 11
14	Fri	12/2/2011	Discuss <i>Gulliver's Travels</i>	Final paper
15	Mon	12/5/2011	Alexander Pope, "Rape of the Lock" & 18th c. poetry	

15	Wed	12/7/2011	Alexander Pope, "Rape of the Lock" & 18th c. poetry	Quiz # 12
15	Fri	12/9/2011	Discuss Pope, "Rape of the Lock" & 18th c. poetry	

INSTRUCTIONS AND POLICIES

Skills to master: The following list outlines the skills that students should strive to master as they enjoy the reading, writing, and exchange of ideas in the classroom. We use these criteria generally when we evaluate a student's overall progress in the class. Specific assignments may require more specific grading criteria. Since the dynamics of learning will almost certainly transcend the particulars of this list, other accomplishments may also identify a student's success.

1. The ability to read, paraphrase, interpret, and analyze the assigned works, including difficult poetry.
2. The ability to recognize or formulate a pertinent "problem" or "question" for a literary piece that can be developed into a sustained argument or analytic essay.
3. Recognition of literary genres, movements, conventions, and critical theories that help us to define the literature we are reading
4. Basic understanding of early social, political, and historical contexts for the assigned works.
5. A grasp of the impact, significance, or uniqueness of the works assigned (for both early and late readers).
6. Recognition of styles, voices, moods, and characters particular to the assigned authors.
7. An awareness of the reader's roles and responsibilities (ours, in particular) in the production of literature and literary culture.

Readings: You will need to do all reading for the week in advance of each week's quiz. See the course outline for details. Quizzes will cover the entire week's reading and information from Monday's lecture unless otherwise specified on the syllabus. Remember that reading poetry and early prose takes much more attention than reading modern prose. Students should make time over the weekend to do the reading for this class, and students should plan to read poetry and other difficult assignments at least twice, if not three times, before the quizzes and class discussions.

Quizzes: Each student will take **10 of the 12** short quizzes offered during the semester. If students take all 12 quizzes, their section instructors will tally up their best 10 quizzes for a grade. **We cannot offer make-up quizzes.** Please understand that the extra quizzes are intended to cover those days when illness or a family emergency keeps you from class. If you waste two quizzes early in the semester, there will be no way to make up a third missed quiz. Save your free quiz days until you absolutely need them. If students miss more than two quizzes and have documentation of excused absences for each missed quiz, and if their participation in the class has been satisfactory, they will be offered the chance to write an extra 2-page essay.

The quizzes are short (5-10 minutes), and they are offered during the first 10 minutes of class on Wednesdays and on one Friday. Students who arrive late may not be allowed to take the quiz. The quizzes cover the week's reading and Monday's lecture unless otherwise specified on the syllabus. They are made up of short-answer, multiple choice questions, and one or two analytical questions. The quizzes should pose few problems for students who complete the readings and attend lectures.

Papers: Students will write three papers during the semester, two papers of 1-2 pages in length and one final paper of 3-4 pages that will give students the opportunity to synthesize and connect some of the major themes and authors studied during the semester.

To encourage original work, tight argument, and solid analysis, we require that students utilize the paper topics provided. Papers on non-assigned topics will earn a failing grade. Paper topics will be distributed in class or in section meetings at least a week before the due date. When you hand in your paper, **you must also hand in a rough draft of your paper that shows that you have been engaged in the composition process and that you have taken pains to edit and proofread your work.** You are responsible for printing out a draft and editing it by hand, even if you do most of your editing on the computer. A draft that is nearly identical to the final submission will not count. Papers without an attached rough draft or with an inadequate rough draft will be considered the rough draft, and the student will be required to revise the paper again and take a late-submission grade penalty. Students who use any secondary sources in their

papers or who use any ideas that are not entirely their own are responsible for providing a full citation of every source. Any paper with inadequate citation will receive a failing grade, regardless of the intentions of the author.

We will evaluate papers, first of all, for their argument, insight, and depth. The greater part of these essays should be an analysis of the question and text at hand. Formal introductions and conclusions (especially ones full of generalities and platitudes) should be cut and replaced with a quick sentence or two that leads right to the analysis. A student cannot succeed at analysis without careful attention to the formalities of writing, so do not neglect the organization of ideas and paragraphs, fluidity of style, precision of vocabulary and phrase, grammar, and proofreading, especially if you are seeking an A or a B! We rarely give an A if a paper has more than 5 errors. Papers with excessive grammatical errors or stylistic problems may earn a failing grade. Students will be expected to consult a style manual if they have not yet mastered the basics of grammar and style.

Students should bring papers and drafts to class on the day they are due. Papers are late if you are late to class. Late papers will receive lower grades. You will receive ½ grade reduction for every day your paper is late.

Attendance Policy: Regular attendance and participation are expected of everyone. Section instructors will have name placards when you arrive for lecture or discussion. Please pick up your placard and place it on your desk, so that the professor can call on you by name. Section instructors will use the unclaimed placards to record the day's absences. At the end of lecture or discussion, please return your placard to your section instructor. If you arrive late or leave early, you may lose attendance credit for the day. We reserve the right to lower a grade after two unexcused absences and to give a failing grade for the course after eight. Students may miss three classes without any penalty, but these penalty-free days are for your excused absences. A student with three excused absences and two unexcused absences will receive a grade reduction.

Excused absences: In order to earn an excused absence, you must have communicated with your section instructor about your absence in a timely fashion, documented your absence to the satisfaction of the instructor, completed any missed readings, and met with your section instructor or Dr. North to discuss the missed readings. If you fail to get in touch with your section instructor within two weeks of your first missed class, your absences will be unexcused. The course instructors cannot e-mail lecture notes to students, but we are all happy to discuss readings, themes, and lecture ideas with prepared students in our office hours or by appointment. If you are certain you will have three or fewer absences over the course of the semester, you do not need to meet with the instructor.

Courtesy: Please refrain from disrupting lectures and discussions. Turn off cell phones before entering the lecture hall and put them away. Avoid arriving late, and do not leave in the middle of a lecture. Please do not try to conduct business with your section leader once a lecture has begun. Please do not text, read newspapers, or chat with friends during class. Students who are disruptive or rude will lose participation credit for the day. If you use a computer in class, please sit in the front row and use your computer only for ENGL 221 business.

E-Mail Policy: We check e-mail at least once a day, and we are happy to respond to questions and comments via e-mail. Please keep in mind, however, that we may not see your late-night e-mail until the following afternoon. Also, on weekends, we may not have immediate access to documents and resources kept in the office, and we may not be able to print out papers and drafts. E-mail should enhance our communications, but it should not replace class attendance, a visit to office hours, or the timely submission of assignments. We will try to answer a quick e-mail question within 24 hours. If you have a draft you'd like to discuss, a paper to turn in, or a question that involves significant discussion, please make an appointment or come to your section instructor's office hours.

Late Assignment Policy: Assignments turned in after the due date will lose 1/2 grade for every day they are late. Students who arrive at discussion sections late on due dates will also receive 1/2 grade reduction for their assignments. We reserve the right to deny credit for any assignment more than a week late. No late assignments will be accepted after the last day of class.

Violations of Academic Integrity Codes: Any student in this course found in violation of the College integrity policy will receive an academic sanction, no matter how small the violation. Dishonesty includes cutting and pasting two sentences from an anonymous web page, using the facts in another researcher's biography of an author without full credit (even if the wording changed), and using a paper from another course a second time. Dishonesty includes any consultation of texts, cheat sheets, or other students' work during quizzes. Any use of cell phones or electronic media during quizzes will be considered suspicious.

All primary and secondary sources, web-based or published, must also be cited correctly in your papers. Students are responsible for this requirement. If you do not know how to cite sources, please consult one of the following style

manuals in the library:

- *The Chicago Manual of Style*. 15th ed., 2003. Z253.C5701 15th.ed. 2003. Arts & Humanities, Pattee, 2nd Floor - Ready Reference
- *MLA Handbook for Writers of Research Papers*. 7th ed., 2009. LB2369.G53 2009. Arts & Humanities, Pattee, 2nd Floor - Ready Reference
- *MLA Style Manual and Guide to Scholarly Publishing*. 3rd ed., 2008. PN147.G444 2008. Arts & Humanities, Pattee, 2nd Floor - Ready Reference

A brief summary of the Chicago style is available at the following website:

http://www.chicagomanualofstyle.org/tools_citationguide.html

If you are still unsure about a citation, you may consult with your section instructor or Dr. North prior to the due date of the paper, and preferably a day or two before the paper is due.

Remember, citation should enable your readers to tell exactly which ideas came from other sources and which ideas are your own original thoughts. Factual information also needs a citation, unless it is so commonly known that even a typical high school student could repeat it. If you had to use a Google search to check a date or get an author's biography, then you need to cite the websites you used.

We are very strict about academic honesty, and we hold students accountable for the originality of what they turn in. Academic dishonesty will earn you an F on an assignment, an F for the course, and possibly college-level sanctions as well.

College of Liberal Arts Integrity Statement: The University's ability to achieve its mission depends upon the quality and integrity of the intellectual work performed by all of its faculty and students. All members of the University at all times must take full responsibility for the integrity and basic honesty of the expression and communication of their thoughts.

Accordingly, individual faculty and students are never permitted to take credit for or represent as one's own work anything that in fact is the work of other persons, whether classmates, published authors, or anonymous contributors on the internet. Academic dishonesty encompasses a wide range of activities, whether intentional or unintentional, that include, but are not limited to: all forms of fraud, plagiarism, and any failure to cite explicitly all materials and sources used in one's work. Similarly, individual faculty and students are never permitted to pursue work by any means that unfairly disadvantage others. This prohibits activities that include, but are not limited to cheating, lying and deception, and directly harming the work of others.

The College of the Liberal Arts vigorously seeks to achieve compliance with its policy on academic integrity. The College does not tolerate violations of that policy, and, toward that end, the College supports appropriate sanctions consistent with University guidelines and with state and federal law. For students, these sanctions include, but are not limited to, failure in a course, removal from the degree program, failure in a course with an explanation in the permanent transcript of the cause for failure, suspension, and expulsion.

The College Academic Integrity Committee will review and settle all contested cases of academic integrity infractions in which academic sanctions are applied, and will be the final level of review for charges of academic dishonesty.

University Disability Access Statement: The Pennsylvania State University encourages qualified people with disabilities to participate in its programs and activities and is committed to the policy that all people shall have equal access to programs, facilities, and admissions without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. If you anticipate needing any type of accommodation in this course or have questions about physical access, please tell the instructor as soon as possible.

CHANGES TO THE SYLLABUS, ASSIGNMENTS, AND READING SCHEDULE

We reserve the right to make changes to the instructions, reading schedule, and policies provided in this document when necessary and especially when such changes will facilitate learning and help the students to accomplish their goals. All changes will be announced to the whole class, either through a handout, a verbal announcement during regular class period, an ANGEL posting, or an e-mail sent to all class participants. Whenever possible, we will announce a change using more than one medium. Students will be responsible for any changes or any instructions announced in class or via a handout distributed in class, and we encourage students to check their student e-mail accounts and ANGEL regularly.