

## ENGLISH 2322(Section 195) (Syn. 36216)

### British Literature: Anglo-Saxon through 18<sup>th</sup> Century SYLLABUS

Instructor: JOHN M. BUSCH

Classroom: C-104

Course Time: Monday 1:10-2:35 and Wednesday 12:50-2:15

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Conference Periods: Mondays 4:15-5:15

Tutoring Times: Mondays from 8:00 to 8:30 or by appointment

(E-mail me or come to C104 before or after school to make an appointment)

**Congratulations! You passed English 1301 and 1302 and are now taking a literature survey course. In this dual-credit course, we will be examining the literature of Great Britain from the Middle Ages through the Age of Enlightenment and the historical events that were occurring while these great works were being written. Upon successful completion of this curriculum, you will earn college credit. Since this dual-credit class is being offered through ACC, we will be following their policies and procedures throughout this semester. Please read the following carefully.**

#### **Required Textbook**

We will be using The Norton Anthology of English Literature (ISBN 978-0-393-91300-2) this semester. (I am suggesting you purchase the edition that has been split into three separate volumes.) Also, you should still have the writing handbook you chose to purchase for English 1301 and 1302.

#### **Prerequisites**

Enrollment in any literature course requires credit for both ENGL 1301 and ENGL 1302 or their equivalents. The grade in ENGL 1302 must be at least "C." I will verify that you have met these requirements.

#### **Course Descriptions**

**SOPHOMORE LITERATURE COURSES** are a study of literature in the context of historical and cultural perspectives.

**English 2322, British Literature: Anglo-Saxon through 18<sup>th</sup> Century**, is a survey of English literature from Anglo-Saxon times through the 18<sup>th</sup> Century.

#### **Course Objectives**

- To provide a working knowledge of the characteristics of various literary genres
- To develop analytical skills and critical thinking through reading, discussion, and written assignments
- To broaden a student's intercultural reading experience

- To deepen a student's awareness of the universal human concerns that are the basis for literary works
- To stimulate a greater appreciation of language as an artistic medium and of the aesthetic principles that shape literary works
- To understand literature as an expression of human values within a historical and social context

### **Course Student Learning Objectives**

- Identify characteristics of different genres
- Write about and discuss elements of poetry, novel(s), short stories, and drama and how the elements relate to the theme and work as a whole
- Read and discuss works of literature from various world cultures (our focus will be the works of Great Britain)
- Identify and discuss universal themes and human conditions in poetry, novel(s), drama and short stories
- Identify and discuss a historical and social context that affects a work of literature

### **English Department Student Learning Outcomes**

- Write clearly, coherently, and effectively about various genres in literature
- In discussions and writing, address the culture and context of the work of literature
- Analyze literature by addressing theme, character, conflict, setting, point of view, language, tone and sound, as appropriate to the work

### **Core Curriculum Learning Outcomes**

- Content – Uses compelling and relevant content to illustrate mastery of the subject
- Organization – Presents information in a unified and coherent manner with thesis clearly stated and supported
- Sources and Evidence – Effectively utilizes a wide variety of relevant and credible materials with citations (when required)
- Writing Conventions (grammar/spelling/usage/punctuation/formatting) – Uses language that communicates meaning to readers with clarity and fluency

### General Education Learning Outcomes

- Civil and Cultural Awareness – Analyzing and critiquing competing perspectives in a democratic society; comparing, contrasting, and interpreting differences and commonalities among peoples, ideas, aesthetic traditions, and cultural practices
- Critical Thinking – Gathering, analyzing, synthesizing, evaluating and applying information
- Personal Responsibility – Identifying and applying ethical principles and practices; demonstrating effective learning, creative thinking, and personal responsibility
- Written, Oral, and Visual Communication – Communicating effectively, adapting to purpose, structure, audience, and medium

### Course Requirements/Grading

- The students will write one research paper (10-15 pages) on any work of British literature that was written in the eras that will be covered by this course. At least three outside sources must be used, one of which must be a non-online work. The students will use proper MLA formatting to cite these sources in both the paper, itself, and in the Works Cited list. This paper is due on Nov. 3.
- We will have four essay tests throughout this semester, one covering each major era we will study. On the short-answer section, I will provide the students with quotes, names of characters / items, literary concepts, and historical events. The students will then write a short paragraph on each, identifying where each of these come from and / or how it is significant to the particular literature we have been studying. In addition, the students will write an essay in response to a provided prompt.
- Students will also have quizzes covering the reading assignments. These will average together into a paper grade.
- I expect the students to keep up with the reading assignments and participate in our discussions of the works. I strongly advise they keep a reading journal so that they can bring up any questions they may have in class. A student not complying with the reading requirements may be withdrawn from the course at any time up to the last official withdrawal date.

### Scholastic Dishonesty

Acts prohibited by the College for which discipline may be administered include scholastic dishonesty (e.g., cheating on an exam or quiz, plagiarizing, and unauthorized collaboration with another in preparing outside work). Academic work submitted by students shall be the result of their thought, research, or self-expression. Academic work is defined as (but not limited to) tests and quizzes, whether taken electronically or on paper; projects, either individual or group; classroom presentations; and homework.

If a student is caught in an act of scholastic dishonesty (including turning in a paper that has been plagiarized either in whole or in part), that student will **EARN AN F FOR THE COURSE**. All students are advised to review their student handbooks to ensure they understand ACC's

policies when such unfortunate situations occur.

### **Students with Disabilities**

Each ACC campus offers support services for students with documented physical or psychological disabilities. Students with disabilities must request reasonable accommodations through the Office for Students with Disabilities on the campus where they expect to take the majority of their classes. Students are encouraged to do this three weeks before the start of the semester.

### **Student Rights and Responsibilities**

Each student is strongly encouraged to participate in class. In any classroom situation that includes discussion and critical thinking, there are bound to be many differing viewpoints. These differences enhance the learning experience and create an atmosphere where students and instructors alike will be encouraged to think and learn. On sensitive and volatile topics, students may sometimes disagree not only with each other but also with the instructor. It is expected that faculty and students will respect the views of others when expressed in classroom discussions.

### **Withdrawal Policy**

It is the responsibility of each student to ensure that his or her name is removed from the roll should he or she decide to withdraw from the class. The instructor does, however, reserve the right to drop a student should he or she feel it is necessary. If a student decides to withdraw, he or she should also verify that the withdrawal is submitted before the Final Withdrawal Date. The student is also strongly encouraged to retain their copy of the withdrawal form for their records.

Students who enroll for the third or subsequent time in a course taken since Fall 2002 may be charged a higher tuition rate for that course.

State law permits students to withdraw from no more than six courses during their entire undergraduate career at Texas public colleges or universities. With certain exceptions, all course withdrawals automatically count toward this limit. Details regarding this policy can be found in the ACC college catalog.

### **Attendance/Class Participation**

Regular and punctual class attendance is expected of all students. If attendance or compliance with other course policies is unsatisfactory, the instructor may withdraw students from the class.

### **Incompletes**

An instructor may award a grade of "I" (Incomplete) if a student was unable to complete all of the objectives for the passing grade in a course. An incomplete grade cannot be carried beyond the established date in the following semester. The completion date is determined by the instructor but may not be later than the final deadline for withdrawal in the subsequent semester.

### **Safety Statement**

Austin Community College is committed to providing a safe and healthy environment for study and work. You are expected to learn and comply with ACC environmental, health and safety procedures and agree to follow ACC safety policies. Additional information on these can be found at <http://www.austincc.edu/ehs>. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the Emergency Procedures poster and Campus Safety Plan map in each classroom. Additional information about emergency

procedures and how to sign up for ACC Emergency Alert in order to be notified in the event of a serious emergency can be found at <http://austincc.edu/emergency/> .

Please note, you are expected to conduct yourself professionally with respect and courtesy to all. Anyone who thoughtlessly or intentionally jeopardizes the health or safety of another individual will be dismissed from the day's activity, may be withdrawn from the class, and/or barred from attending future activities.

### **Use of ACC email**

All College email communications to students will be sent solely to the student's ACC mail account, with the expectation that such communications will be read in a timely fashion. ACC will send important information and will notify you of any college related emergencies using this account. Students should only expect to receive email communication from their instructor using this account. Likewise, students should use their ACC mail account when communicating with instructors and staff and check their email once a week. Instructions for activating an ACC mail account can be found at <http://www.austincc.edu/accmail/index.php>

### **Testing Center Policy**

Under certain circumstances, an instructor may have students take an examination in a testing center. Students using the Academic Testing Center must govern themselves according to the Student Guide for Use of ACC Testing Centers and should read the entire guide before going to take the exam. To request an exam, one must have:

- ACC Photo ID
- Course Abbreviation (e.g., ENGL)
- Course Number (e.g., 2342)
- Course Synonym (e.g., 10123)
- Course Section ( e.g., 005)
- Instructor's Name

Do NOT bring cell phones to the Testing Center. Having your cell phone in the testing room, **regardless of whether it is on or off**, will revoke your testing privileges for the remainder of the semester. ACC Testing Center policies can be found at <http://www.austincc.edu/testctr/>

### **Student and Instructional Services**

ACC strives to provide exemplary support to its students and offers a broad variety of opportunities and services. Information on these services and support systems is available at <http://www.austincc.edu/s4>

Links to many student services and other information can be found at: <http://www.austincc.edu/current/>

ACC Learning Labs provide free tutoring services to all ACC students currently enrolled in the course to be tutored. The tutor schedule for each Learning Lab may be found at: <http://www.austincc.edu/tutor/students/tutoring.php>

For help setting up your ACCeID, ACC Gmail, or ACC Blackboard, see a Learning Lab Technician at any ACC Learning Lab.

## **Class Schedule (subject to change)**

### **Wednesday, August 26**

Go over the class and the syllabus.

Cover the historical background for the Middle Ages (pp. 3-28 in Volume A of textbook).

Analyze the works of Bede and Caedmon's Hymn (pp. 29-32).

#### **Homework:**

- 1) Read Beowulf (pp. 36-108).**
- 2) Work on your research paper (due on Nov. 2).**

### **Monday, September 1**

Analyze "The Wanderer" (pp. 117-120) and "The Wife's Lament" (pp. 120-122).

Discuss *Beowulf*.

#### **Homework:**

- 1) Read "Culchulainn's Boyhood Deeds" and the early Irish lyrics (pp. 123-129) and the works regarding Arthur's return (pp.130-140).**
- 2) Read *Sir Gawain and the Green Knight* (pp. 183-238).**
- 2) Work on your research paper (due on Nov. 2).**

## **Monday, September 7**

PISD is closed for Labor Day, so no class will be held.

### **Homework:**

1) Read "Culchulainn's Boyhood Deeds" and the early Irish lyrics (pp. 123-129) and the works regarding Arthur's return (pp.130-140).

2) Read *Sir Gawain and the Green Knight* (pp. 183-238).

2) Work on your research paper (due on Nov. 2).

## **Wednesday, September 9**

Discuss Culchulainn, the Irish lyrics, and King Arthur.

Analyze *Sir Gawain and the Green Knight*.

### **Homework:**

1) Read "The Wife of Bath's Tale" and "The Pardoner's Tale" (pp. 282-326).

2) Work on your research paper (due on Nov. 2).

## **Monday, September 14**

Cover romances and analyze *Sir Orfeo* (pp. 169-182).

Analyze Chaucer's tales.

### **Homework:**

**1) Read the works of William Langland (pp. 370-408).**

**2) Work on your research paper (due on Nov. 2).**

**Wednesday, September 16**

Discuss the works of William Langland.

Analyze Middle English incarnation and crucifixion lyrics (pp. 408-411).

**Homework:**

**1) Read Margery Kempe (pp. 424-438).**

**2) Read *The York Play of the Crucifixion* and various mystery plays (pp. 439-476).**

**2) Work on your research paper (due on Nov. 2).**

**Monday, September 21**

Discuss Margery Kempe.

Analyze *The York Play of the Crucifixion* and various mystery plays (pp. 439-476).

**Homework:**

**1) Read the Middle English lyrics and Sir Thomas Malory's *Le Morte D'Arthur* (pp. 477-500).**

**2) Work on your research paper (due on Nov. 2).**

**Wednesday, September 23**

Discuss the Middle English lyrics and Malory.

Analyze *Everyman* (pp. 507-529).

Discuss Monday's exam on Old and Middle English

**Homework:**

**1) Review for Monday's exam over Old and Middle English literature.**

**2) Work on your research paper (due on Nov. 2).**

**Monday, September 28**

***Take an essay exam over Old and Middle English.***

Cover the historical background for the 16th Century (pp. 531-563 in Volume B of textbook).

**Homework:**

**1) Read Thomas More's *Utopia* (pp. 572-646).**

**2) Work on your research paper (due on Nov. 2).**

**Wednesday, September 30**

Discuss More.

Discuss how religious conflict affected the writings of this era (670-676).

Analyze portions from *Book of Common Prayer* (pp. 689-695).

Analyze selections of Elizabeth I's writings (pp. 749-766) and the political intrigue of the time.

### **Homework:**

**1) Read Edmund Spenser's *The Faerie Queene*, Book I (pp. 781-934).**

**2) Work on your research paper (due on Nov. 2).**

### **Monday, October 5**

Discuss Spenser's *The Faerie Queene*.

Examine the works of Sir Walter Raleigh (pp. 1023-1034) and sections of Sir Philip Sidney's "The Defense of Poetry" (pp. 1045-1083).

### **Homework**

**1) Read Christopher Marlowe's *The Tragical History of Doctor Faustus* (pp. 1128-1165).**

**2) Work on your research paper (due on Nov. 2).**

### **Wednesday, October 7**

Analyze Christopher Marlowe's *The Tragical History of Doctor Faustus* (pp. 1128-1165).

### **Homework**

**1) Read Shakespeare's sonnets (pp. 1171-1186).**

**2) Read Shakespeare's *King Lear* (pp. 1254-1339).**

**3) Work on your research paper (due on Nov. 2).**

### **Wednesday, October 14**

Discuss Shakespeare's sonnets.

Analyze Shakespeare's *King Lear* (pp. 1254-1339).

### **Homework**

**1) Review for Monday's essay exam on the English Renaissance.**

**2) Work on your research paper (due on Nov. 2).**

### **Monday, October 19**

***Take an essay exam over the literature of the English Renaissance.***

Cover the historical background for the 17th Century (pp. 1341-1369 in Volume B of textbook).

### **Homework**

**1) Read John Donne's poetry (p. 1373-1386), his sonnets (pp. 1410-1415), and "Meditation 17" (pp. 1420-1421).**

**2) Read Ben Johnson's *Volpone* (pp. 1445-1539).**

**3) Work on your research paper (due on Nov. 2).**

### **Wednesday, October 21**

Discuss the poems, sonnets, and mediation of John Donne.

Analyze Ben Johnson's *Volpone* (pp. 1445-1539).

### **Homework:**

**1) Finish *Volpone* (pp. 1445-1539) and read Ben Johnson's poetry (p. 1539-1549).**

**2) Work on your research paper (due on Nov. 2).**

**Monday, October 26**

Discuss Johnson's *Volpone* and poetry.

Analyze selected essays by Sir Francis Bacon (pp. 1662-1688) and poems by George Herbert (pp. 1705-1726).

**Homework:**

**1) Read the works of Robert Herrick (pp. 1756-1768), Richard Lovelace (pp. 1779-1783), and Andrew Marvell (pp. 1789-1833).**

**2) Work on your research paper (due on Nov. 2).**

**Wednesday, October 28**

Analyze the works of Robert Herrick (pp. 1756-1768), Richard Lovelace (pp. 1779-1783), and Andrew Marvell (pp. 1789-1833).

**Homework:**

**1) Finish your research paper (due next class period).**

**2) Read John Milton's *Paradise Lost*, Book I (pp. 1945-1964).**

**Monday, November 2**

***Turn in your research paper.***

Analyze Book I of John Milton's *Paradise Lost* and various poems (pp. 1901-1909 and 1939-1943).

Discuss Wednesday's essay exam over the literature of the early 17th century.

**Homework:**

**1) Review for Wednesday's essay exam on the 17th-Century literature.**

**Wednesday, November 4**

***Take an essay exam over the literature of the 17th Century.***

Cover the historical background for the Restoration and the 18th century (pp. 2177-2207 in Volume C of textbook).

**Homework:**

**1) Read Samuel Pepys (pp. 1260-1269).**

**2) Read Aphra Behn's *Oroonoko* (pp. 2313-2358).**

**Monday, November 9**

Discuss Samuel Pepys.

Analyze Aphra Behn's *Oroonoko* (pp. 2313-2358).

**Homework:**

**1) Read various poems and essays by John Dryden (2208-2259).**

**2) Read selections from John Bunyan's *The Pilgrim's Progress* (pp. 2270-2278).**

### **Wednesday, November 11**

Analyze various poems and essays by John Dryden (2208-2259).

Analyze selections from John Bunyan's *The Pilgrim's Progress* (pp. 2270-2278).

#### **Homework:**

**1) Read John Locke's "An Essay Concerning Human Understanding" (pp. 2280-2283) and Sir**

**Isaac Newton's letter (pp. 2284-2288).**

### **Monday, November 16**

Analyze John Locke's "An Essay Concerning Human Understanding" (pp. 2280-2283) and Sir

Isaac Newton's letter (pp. 2284-2288).

#### **Homework:**

**1) Read Laurence Sterne's *A Sentimental Journey* (pp. 2449-2453).**

**2) Begin reading Jonathan Swift's *Gulliver's Travels* (Part I) (pp. 2489-2531).**

### **Wednesday, November 18**

Go over the concept of satire.

Analyze Wilmot's "A Satire Against Reason and Mankind" (pp. 2302-2307).

Analyze the verse of Jonathan Swift and *A Tale of a Tub* (pp. 2466-2487).

#### **Homework:**

**1) Finish reading Jonathan Swift's *Gulliver's Travels* (Part I) (pp. 2489-2531) and "A Modest Proposal" (pp. 2633-2639).**

**Monday, November 30**

Discuss Part I of *Gulliver's Travels* and "A Modest Proposal."

Analyze selections from Addison and Steele (pp. 2641-2665).

**Homework:**

**1) Read Alexander Pope's "An Essay on Criticism" (pp. 2669-2686), "The Rape of the Lock" (pp. 2687-2704), and "An Essay on Man" (pp. 2714-2721).**

**Wednesday, December 2**

Discuss Pope's satirical poems.

**Homework:**

**1) Read the selection on William Hogarth (pp. 2833-2840) and Samuel Johnson's "The Vanity of Human Wishes" and excerpts from *The Rambler* and *The Idler* (pp. 2843-2857)**

**Monday, December 7**

Discuss Hogarth's artwork.

Discuss the works of Sam Johnson.

Analyze Thomas Gray (pp. 3047-3054) and Oliver Goldsmith (pp. 3061-3078).

Discuss Wednesday's essay exam over the literature of the Restoration and the 18th century.

**Homework:**

**1) Review for Wednesday's exam over the literature of the English Restoration and 18th Century.**

**Wednesday, December 9**

***Take an essay exam over the literature of the English Restoration and 18th Century.***

Fill out the student evaluations.

**Homework:**

**Enjoy your winter break.**