Course Description
According to the SFA General Bulletin, English 221 is a “survey of major authors and literary movements/paradigms in British literature from the Anglo-Saxon period through the eighteenth century. Prerequisites: six semester hours of freshman English.”
As a broad historical survey, this class focuses on the evolution of literary genres, a variety of exemplary texts, and the interrelatedness of literature and culture. Due to the scope of this survey, our readings represent highlights of various periods rather than a thorough examination of any one era or genre.

We will consider three major periods:
1. The Medieval Period (or Middle Ages), from about 700 to 1485
2. The Renaissance and Early Seventeenth Century (or the Early Modern Period), from 1485-1660
3. The Restoration and the “Long” Eighteenth Century, from 1660-1800

A major theme that we will consider across all readings is that of Identity, particularly the identity of the Hero. How does the literature we read represent the hero within the context of his or her culture? A second theme we will consider is that of Disguise, the masking of identity.

In terms of workload, this course will involve a substantial amount of reading and a moderate amount of writing. You will have reading assignments for every class period. Be sure that you budget plenty of time for reading on a regular basis outside of class. I will monitor the accomplishment of reading assignments through quizzes and other activities, such as informal presentations and literary analyses in small groups.
Required Texts

Assignments
Course assignments and exams will be weighted in this way:

- Daily Work (quizzes and group work) - 20%
- Midterm Exam – 25%
- Online discussions (2) – 10%
- Hero Analysis Essay- 20%
- Final Exam - 25%

Daily Work
Weekly quizzes and group exercises are designed to monitor your reading progress and attentiveness to class discussion. Quizzes may address any material covered in the class, including primary texts, introductions and secondary texts, class notes, and handouts. Group work will include informal analyses and presentations. Daily work cannot be made up unless you have an excused absence.

Online Discussions
There will be two online discussions in April in lieu of class meetings. You must post your own thread and respond to two other students. Details will be provided in d2l.

Hero Analysis Essay
You will one 3-4 page literary analysis essay on a work of your choosing from a subset of our class readings. Detailed assignment sheets will be provided.

Exams
Exams will consist of identifications, short answers, multiple choice, matching, and essay questions related to periods, works, authors, and genres, and potentially anything that we discussed in class. The final exam is not cumulative; it will be given on the day scheduled by the university.

Learning Outcomes
Upon completion of this course, students will be able to:

- Identify important authors, works, and genres of the three major periods of early British literature.
- Describe the cultural contexts of the three major periods of early British literature.
- Describe the characteristics of the epic genre and demonstrate detailed understanding of several early British epics.
- Recognize and analyze the elements of lyric poetry and demonstrate familiarity with specific sonnets and other lyric verse forms from the three major periods.
- Describe several genres of early British drama and demonstrate detailed understanding of several important early British plays.
- Describe the characteristics of selected early British prose fiction forms and demonstrate detailed understanding of several Chaucerian tales and early British novels.
This course also meets the General Education Core Curriculum requirements for Texas state universities. These requirements can be found at the end of this document.

Grading
For each assignment, I calculate grades on a numeric scale first: I use a 10 point scale for quizzes, presentations, and in-class work, and I use a 100 point scale for tests, papers, and projects. Based on the numeric score, each assignment will also receive a letter grade, based on an A-F scale that uses plus and minus distinctions.

According to university policy, your final grade for the course will consist of a letter grade only (no plus or minus). If your grade is borderline, class participation, enthusiasm, and punctuality can help your final grade; lack of participation, disrespectfulness, and tardiness can hurt your final grade.

All of your writing for this course should adhere to the rules of standard English grammar, punctuation, and spelling (American). Here is a general description of my letter grades:

A – 90-100% on exams and quizzes. On essays and written responses, this grade denotes superior composition, content, style, and mechanics; thoughtfulness, originality, and excellence in topic development, including vividly concrete details, insightful examples, and sophisticated analysis and synthesis of subject matter. Writing is mechanically pristine with only the smallest grammatical defects present (such as a missing comma or a single typo).

B – 80-89% on exams and quizzes. On essays and written responses, this grade denotes very good composition, content, style, and mechanics; thoughtful and adequate topic development; clear and complete details and examples; and consistency in style. Slight problems may be present in one or two areas, but the paper shows strength in others. The paper is not heavily impacted by mechanical errors.

C – 70-79% on exams and quizzes. On essays and written responses, this grade denotes acceptable content, but style, organization and mechanics are uneven and need revision, OR the composition is lacking in content and does not sufficiently consider the subject matter as evidenced by inadequate topic development and lack of concrete details, AND/OR the ethos of the writer is damaged by mechanical errors.

D – 60-69% on exams and quizzes. This grade represents below average, unsatisfactory work. On essays and written responses, the paper (whether through lack of effort, revision, editing, or some other reason) is not clear or focused. The paper is very uneven in its content, organization, and style. The meaning of the paper is obscured by mechanical errors.

F – Below 60% on exams and quizzes. On essays and written responses, the student did not do the work assigned. See me as soon as possible.

Formatting Guidelines
Unless an assignment specifies otherwise, these are the general formatting guidelines for papers produced for this class. All papers must be

- **Typed, double-spaced** using a standard, readable font, such as Times or Arial, size 11 or 12
- **formatted according to MLA style** (this includes page margins, paper title, page numbering, citations, and works cited)
- **Uploaded to TurnItIn on our D2L page.**

Attendance & Punctuality
Class attendance is required. In this class, you are allowed three absences with no penalty. Missing more than three unexcused classes can result in your final grade being dropped five points for
**every additional day that you are absent.** For example, if your average for the class is 88, and you miss five classes without documented excuses, your final grade can be reduced by 10 points to a 78. As for punctuality, occasional lateness a few times throughout the semester is understandable, but habitual lateness is unacceptable and will affect your grade. If you come in after I take role, see me immediately after class to be sure that I marked you late and not absent. Continued lateness will start to count as absences.

**Missed Class and Late Work**
I will not repeat information given in class to those who were late or absent without a valid excuse. You cannot make up missed in-class activities unless you have a documented, excused absence. See SFA policy for what constitutes an excused absence.

Regarding assignments, if you are unable to turn in a major paper or project on time, you must make arrangements with me in advance of the class meeting in which the assignment is due. If I agree with you that you have a compelling reason for missing a deadline, I will grant you a short extension. Otherwise, I will deduct 5 points for every day work is late.

**Other Classroom Policies**
The number one rule in my classroom is to treat others respectfully. I welcome lively conversation but not rudeness. Please turn off cell phones upon entering class unless you have a critical situation that requires your immediate attention. In the event that you accidentally leave your cell phone on, and it rings, just turn it off. If you have an emergency, quietly exit the classroom. Also, if you finish an in-class activity quickly, check with me before leaving. Do not just get up and leave.

**Academic Integrity (A-9.1)**
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**Withheld Grades Semester Grades Policy (A-54)**
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will
automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Students with Disabilities
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

AARC
Writing tutors are available in the Academic Assistance and Research Center on the first floor of the library. Drop-in tutoring is offered Mon.-Thurs from 1 to 8 p.m and on Sunday afternoons. You can also make an appt. by calling 468-4108.

Weekly Schedule
Changes may be necessary as the course proceeds. Readings are due on date listed.

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<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Assignments</th>
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<tr>
<td>1</td>
<td>T 1/19</td>
<td>Introduction</td>
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<td></td>
<td>Th 1/21</td>
<td>“The Wife’s Lament”</td>
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<td>2</td>
<td>T 1/26</td>
<td>Beowulf, p. 62-92 (Prologue through section 30)</td>
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<td>Th 1/28</td>
<td>Beowulf, p. 92-106 (section 30-43)</td>
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<td>3</td>
<td>T 2/2</td>
<td>Marie de France, “Lanval”</td>
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<td>Th 2/4</td>
<td>Geoffrey Chaucer, The General Prologue</td>
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<td>4</td>
<td>T 2/9</td>
<td>Geoffrey Chaucer, The Miller’s Tale</td>
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<td>Th 2/11</td>
<td>Chaucer, The Nun’s Priest’s Prologue and Tale, The Retraction</td>
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<td>5</td>
<td>T 2/16</td>
<td>Wakefield Master - The Second Sheperd’s Play</td>
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<td>Th 2/18</td>
<td>Sir Thomas Wyatt – “Whoso List to Hunt” and Edmund Spenser – Amoretti: 67 and 75; Sir Philip Sidney – Astrophil and Stella: 1, 7</td>
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<td>6</td>
<td>T 2/23</td>
<td>Lady Mary Wroth - Pamphilia to Amphilanthus: 1, 22, 77; William Shakespeare – Sonnets: 20, 33, 130, 138, 144</td>
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<td>Th 2/25</td>
<td>Shakespeare – Twelfth Night, Act I</td>
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<td>T 3/1</td>
<td>Twelfth Night, Act II-III</td>
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<td>Th 3/3</td>
<td>Twelfth Night, Act IV- V</td>
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<td>8</td>
<td>T 3/8</td>
<td>Midterm Exam</td>
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<td>3/12-3/20</td>
<td>SPRING BREAK</td>
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<td>9</td>
<td>T 3/22</td>
<td>NO CLASS, Sonnet response in d2l</td>
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<td>Th 3/24</td>
<td>EASTER HOLIDAY</td>
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<td>10</td>
<td>T 3/29</td>
<td>Milton - Paradise Lost, Book 1</td>
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<td>Th 3/31</td>
<td>Milton - Paradise Lost, Books 4 and ; Amelia Lanyer – Eve’s Apology</td>
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<td>Week</td>
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| 11   | T 4/5  | John Wilmott, “A Satire on Charles II,” Aphra Behn, *Oroonoko*  
Th 4/7  | NO CLASS MEETING – *Oroonoko* response in d2l |
| 12   | T 4/12 | Susannah Centlivre – *Bold Stoke for a Wife* Act I and II  
Th 4/14 | *Bold Stoke for a Wife* III-V |
| 13   | T 4/19 | NO CLASS MEETING – **Hero Analysis Essay due to dropbox**  
Th 4/21 | Alexander Pope – “The Rape of the Lock” |
Th 4/28 | Swift, “The Lady’s Dressing Room,” and Montagu, “The Reasons that Induced Dr. S to Write a Poem Called The Lady’s Dressing Room” |
| 15   | T 5/3  | Thomas Gray – “Elegy Written in a Country Churchyard”  
Th 5/5  | Exam Review |
| Final | T 5/10 | Final Exam 10:30-12:30 |