1. **COURSE TITLE\*:** Readings in Early British Literature
2. **CATALOG – PREFIX/COURSE NUMBER/COURSE SECTION\*:** ENGL 2217
3. **PREREQUISITE(S)\*:** English 1101 **COREQUISITE(S)\*:** None
4. **COURSE TIME/LOCATION/MODALITY: (*Course Syllabus – Individual Instructor Specific*)**
5. **CREDIT HOURS\*:** 3 **LECTURE HOURS\*:** 3

 **LABORATORY HOURS\*:** 0  **OBSERVATION HOURS\*:** 0

1. **FACULTY CONTACT INFORMATION: *(Course Syllabus – Individual Instructor Specific)***
2. **COURSE DESCRIPTION\*:**

This is a survey course that examines representative works of literature from the Anglo-Saxon period to the late 18th century. A variety of authors, genres, and trends will be studied.

1. **LEARNING OUTCOMES\*:**

Upon completion of this course, students should

1. Demonstrate and apply knowledge of major authors and works.
2. Demonstrate and apply knowledge of major literary forms and genres, periods and traditions.
3. Demonstrate and apply knowledge of major themes relevant to periods studied.
4. Demonstrate and apply knowledge of literary terms and critical theories.
5. Demonstrate and apply knowledge of historical, social, and cultural influences on works of literature.
6. Demonstrate knowledge of and appreciation for the diversity of authors and texts from periods studied.
7. Engage in analytical readings of texts and present critical responses during discussion activities and in their writings.
8. Demonstrate an understanding of and be able to apply the historical and cultural context which produces British Literature.
9. Demonstrate an understanding of and be able to apply techniques to analyze a text.
10. Demonstrate an understanding of and be able to apply accurate critical reading, writing, and discussion of British authors and movements.
11. Demonstrate an understanding of and be able to apply coverage of a substantial portion of the earlier period of British literature up to the late 18th century.

\*Note: Learning Objectives 8-11 are to meet TAGS, the Ohio Transfer Assurance Guidelines.

1. **ADOPTED TEXT(S)\*:**

*The Longman Anthology of British Literature: Volumes 1a, 1b, and 1c*.

4th edition

Damrosch, David, and Kevin J. H. Dettmar, eds.

New York: Pearson/Longman, 2010.

ISBN: 0-205-65524-6

**9a: SUPPLEMENTAL TEXTS APPROVED BY FULL TIME DEPARTMENTAL FACULTY (INSTRUCTOR MUST NOTIFY THE BOOKSTORE BEFORE THE TEXTBOOK ORDERING DEADLINE DATE PRIOR TO ADOPTION) \*\*\*.**

1. **OTHER REQUIRED MATERIALS: (SEE APPENDIX C FOR TECHNOLOGY REQUEST FORM.)\*\***

None

1. **GRADING SCALE\*\*\*:**

Grading will follow the policy in the catalog. The scale is as follows:

A: 90 – 100

 B: 80 – 89

 C: 70 – 79

 D: 60 – 69

 F: 0 – 59

1. **GRADING PROCEDURES OR ASSESSMENTS: (*Course Syllabus – Individual Instructor Specific)***

A variety of assignments will be used to evaluate student learning. Types of assignments should include but need not be limited to those listed below. A recommended distribution of grades is also indicated.

|  |  |  |
| --- | --- | --- |
| *Category* | ***EXAMPLE ONLY****Total Points* | *% of Grade* |
| Exams(i.e. a midterm and a final or unit exams) | 400 | 40% |
| Quizzes (i.e. reading quizzes) | 100 | 10% |
| Writings (i.e. essays, reviews, reading responses, or journals) | 400 | 40% |
| Projects (i.e. group or individual presentations, recitations, or dramatizations) | 100 | 10% |
| Total | 1000 | 100% |

Exams and writing assignments should account for at least 75% of a student’s final grade. When evaluating student writing, instructors will use the English Department’s *Essay Evaluation Scale:* <https://www.sscc.edu/syllabi/assets/English%20Rubric.pdf>

1. **COURSE METHODOLOGY: *(Course Syllabus – Individual Instructor Specific)***

Lecture, discussion, and small group formats may be used at the discretion of the instructor.

1. **COURSE OUTLINE: *(Course Syllabus – Individual Instructor Specific)***

A topical outline appears below. A weekly SAMPLE course outline is just below the topical outline.

Topical Outline: Literary periods to be covered are –

1. **Old English Literature (450 – 1066)**: readings to include significant portions of *Beowulf* and *Judith*; a number of Old English elegies, such as *The Wanderer*; and samplings of Anglo-Saxon prose, such as excerpts from Bede and *The Anglo-Saxon Chronicle*. Learning Outcomes Met: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11.
2. **Medieval Literature (1066 – 1485):** readings to include representative selections from Arthurian Romance, Chaucer’s *The Canterbury Tales,* including the *General Prologue*; Medieval drama, and Middle English lyrics. Learning Outcomes Met: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11.
3. **Renaissance Literature (1485 – 1603)**: readings to include sonnets by Spenser, Sidney, and Shakespeare; a representative sampling of lyrics, such as those written by Wyatt, Elizabeth I, and Raleigh; excerpts from Spenser’s *The Faerie Queene*; Renaissance Drama; and a sampling of prose, such as excerpts from Sidney’s *The Apology for Poetry*. Learning Outcomes Met: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11.
4. **Early Seventeenth Century Literature (1485 – 1603):** readings to include sonnets by Donne, Wroth, and Milton; lyrics by representative authors such as Jonson, Herrick, Herbert, and Philips; significant portions of Milton’s *Paradise Lost*; and a sampling of prose, such as Cromwell’s *Letters from Ireland*. Learning Outcomes Met: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11.
5. **Restoration and Eighteenth Century Literature (1660 – 1785):** readings to include poetic selections from Dryden, Behn, Pope, and Gray; a sampling of non-fiction, such as readings from Pepys, Johnson, and Boswell; fictional readings from Behn and Swift; and representative samplings from Eighteenth Century periodicals. Learning Outcomes Met: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11.

**SAMPLE COURSE OUTLINE**

**Week 1: Learning Outcomes Met: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11.**

* Course Overview
* Introduction to *Unit 1: Old English Literature*. This unit will be broken down into two modules. *Module 1* will cover *Old English Poetry and Prose*. *Module 2* will cover *Beowulf*.
* *Module 1* readings to be discussed:
1. Bede: from *An Ecclesiastical History of the English People* (pg. 155).
2. *The Dream of the Rood* (pg. 148).
* *Module 1* readings to be discussed:
1. *Ohthere’s Journeys* (pg. 164).
2. *The Wanderer* (pg. 172).
3. *The Wife’s Lament* (pg. 176).
4. *Judith* (pg. 143).

**Week 2: Learning Outcomes Met: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11.**

* *Module 2* readings to be discussed:
1. *Beowulf* (pgs. 36 – 51).
* *Module 2* readings to be discussed:
1. *Beowulf* (pgs. 51 – 78).

**Week 3: Learning Outcomes Met: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11.**

* *Module 2* readings to be discussed:
1. *Beowulf* (pgs. 85 – 107).
* Assigned Recitations due.
* Essay due.
* Introduction to *Unit 2: Medieval Literature*. This unit will be broken down into three modules. Module 1 will cover *Arthurian Romance*; Module 2 will cover *Lyrics & Drama*; and Module 3 will cover *Chaucer & The Canterbury Tales*.
* *Module 1* readings to be discussed:
1. Monmouth: from *History of the Kings of Britain* (pg. 184).
2. Wales: from *The Instruction of Princes* (pg. 195).
3. Malory: *The Poisoned Apple* (pg. 288) and *The Day of Destiny* (pg. 298).
4. *Sir Gawain and the Green Knight*: Part 1 (pgs. 222 – 232).

**Week 4: Learning Outcomes Met: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11.**

* *Module 1* readings to be discussed:
1. *Sir Gawain and the Green Knight*: Parts 2 & 3 (pgs. 232 – 252).
* *Module 1* readings to be discussed:
1. *Sir Gawain and the Green Knight*: Parts 3 & 4 (pgs. 252 – 277).

**Week 5:** **Learning Outcomes Met: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11.**

* *Module 2* readings to be discussed*:*
1. *The York Play of the Crucifixion* (pg. 521).
2. *The Cuckoo Song* (pg. 551); *Abuse of Women* (pg. 555); *Jesus, My Sweet Lover* (pg. 564); *Contempt of the World* (pg. 565).
* Group project due.
* *Module 3* readings to be discussed:
1. Chaucer: *The General Prologue* from *The Canterbury Tales* (pg. 319 and excerpts to be assigned).
* *Module 3* readings to be discussed:
1. from *The Wife of Bath’s Prologue* (pg. 375 – 391).
* Assigned Recitations due.

**Week 6: Learning Outcomes Met: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11.**

* *Module 3* readings to be discussed:
1. from *The Wife of Bath’s Prologue and Tale* (pg. 391 – 403)*.*
* Assigned Recitations due.
* **Review for Exam.**
* **Exam** (in-class)**.**

**Week 7: Learning Outcomes Met: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11.**

* Introduction to *Unit 3: Renaissance Literature*. This unit will be broken down into three modules. *Module 1* will cover *Renaissance Prose*; *Module 2* will cover *Renaissance Poetry;* and *Module 3* will cover *Shakespearean Drama.*
* *Module 1* readings to be discussed:
1. Sidney: from *The Apology for Poetry* (pg. 999 – 104).
2. Puttenham: from *The Art of English Poesie* (pg. 1035 – 1037).
3. Gascoigne: from *Certain Notes of Instruction* (pg. 1037 – 1039).

**Week 8:** **Learning Outcomes Met: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11.**

* *Module 2* readings to be discussed*:*
1. Wyatt: *They Flee from Me* (pg. 702).
2. Howard: *London, Hast Thou Accused Me* (pg. 711).
3. Whitney: *The Admonition by the Author* (pg. 1041).
4. Elizabeth I: *Written with a Diamond on Her Window at Woodstock* (pg. 1075) and *Written on a Wall at Woodstock* (pg. 1075).
5. Raleigh: *To the Queen* (pg. 1165); *Nature That Washed Her Hands in Milk* (pg. 1164); and *On the Life of Man* (pg. 1166).
* *Module 2* readings to be discussed:
1. Spenser: *Amoretti 1* (pg. 676), *22* (pg. 677),and *75* (pgs. 679).
2. Sidney: *Astrophil and Stella 1* (pg. 680); and *31* (pg. 684).
3. Shakespeare: *Sonnets 1,* (pg. 1203); *18* (pg. 1204); *29* (pg. 1205); *30* (pg. 1205); *55* (pg. 1207)*; 73* (pg. 1208); and *116* (pg. 1211).

**Week 9: Learning Outcomes Met: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11.**

* *Module 2* readings to be discussed*:*
1. Spenser: from *The Faerie Queene: Book I, Proem and Canto I* (See our Anthology’s Website).
* Group project due.
* *Module 3* readings to be discussed:
1. Shakespeare’s *Twelfth Night*: Acts 1 and 2 (pgs. 1216 – 1243).
* Assigned Recitations due.

**Week 10: Learning Outcomes Met: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11.**

* *Module 3* readings to be discussed:

1*:* Shakespeare’s *Twelfth Night*: Acts 3 – 5 (pgs. 1243 – 1272).

* Assigned Recitations due.
* Essay due.
* **Review for Exam.**
* **Exam** (in-class)**.**

**Week 11: Learning Outcomes Met: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11.**

* Introduction to *Unit 4: Early Seventeenth Century Literature*. This unit will be broken down into three modules. *Module 1* will cover *Lyrics & Sonnets*. *Module 2* will cover *Seventeenth Century Prose*; and *Module 3* will cover *Milton* & *Paradise Lost*.
* *Module 1* readings to be discussed:
1. Jonson: *On My First Daughter* (pg. 1567) and *On My First Son* (pg. 1568).
2. Donne: *The Good Morrow* (pg. 1588); *The Sun Rising* (pg. 1591); *The Canonization* (pg. 1592); and *Elegy 19: To His Mistress Going to Bed* (pg. 1602).
3. Wroth: *Pamphilia to Amphilanthus, 16* (pg. 1611); and *A Crown of Sonnets Dedicated to Love, 77* (pg.1616).
4. Herrick: *To the Virgins, to Make Much of Time* (pg. 1622).
5. Marvel: *To His Coy Mistress* (pg. 1659).
* *Module 1* readings to be discussed*:*
1. Donne: *Holy Sonnets, 2* (pg. 1604); *4* (pg. 1604); *10* (pg. 1607).
2. Herbert: *The Altar* (pg. 1627); *Redemption* (pg. 1627); and *Easter Wings* (pg. 1629).
3. Vaughan: *The World* (1649).
4. Herrick: His Prayer for Absolution (pg. 1625).

**Week 12:** **Learning Outcomes Met: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11.**

* *Module 2* readings to be discussed:
1. Milton: from *Areopagitica* (pg. 1716).
2. Gauden: from Eikon Basilike (pg. 1681).
* Group project due.
* *Module 3* readings to be discussed:
1. Milton: from *Paradise Lost* –

Book 1: The Argument; lines 1-124; lines 242-270; lines 587-669.

Book 2: The Argument; lines 1-42; and lines 310-394.

Book 3: The Argument; and lines 1-265.

* Assigned Recitations due.
* *Module 3* assigned readings to be discussed:
1. Milton: from *Paradise Lost* –

Book 4: The Argument; lines 1-113; lines 285-392; and lines 610-735.

Books 5 – 8: The Arguments

Book 9: The Argument; lines 532-794; lines 856-1016; and lines 1067-1098.

Book 10: The Argument; lines 1-21; lines 103-228; and lines 845-945.

Book 11: The Argument

Book 12: The Argument; and lines 469-finis.

* Assigned Recitations due.

**Week 13:** **Learning Outcomes Met: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11.**

* Introduction to *Unit 5: The Reformation and Eighteenth Century Literature*. This unit will be divided into three modules. *Module 1* will focus on *Poetry*; *Module 2* will focus on *Prose: Fiction*; and *Module 3* will focus on *Prose: Non-fiction*.
* *Module 1* readings to be discussed:
1. Dryden: *Absalom and Achitophel: A Poem,* lines 1 - 149 (pg. 2078 – 2082).
* *Module 1* readings to be discussed:
1. Pope: *The Rape of the Lock, Cantos 1 & 2* (pg. 2471 – 2479).
2. Gray: *Elegy Written in a Country Churchyard* (pg. 2670).
3. Behn: *To Lysander, on Some Verses He Writ* (pg. 2130).
4. Cavendish: *The Poetress’s Petition* (pg. 2060).
* Group project due.

**Week 14:** **Learning Outcomes Met: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11.**

* *Module 2* readings to be discussed:
1. Swift: from *Gulliver’s Travels Part 3, Chapter 1*: (pgs. 2371 – 2381).
* Assigned Recitations due.
* *Module 2* readings to be discussed:
1. Swift: from *Gulliver’s Travels, Part 5, Chapters 1 – 4* (pgs. 2381 – 2394).
2. Behn: from *Oroonoko* (pg. 2137 – 2144).
* Assigned Recitations due.

**Week 15:** **Learning Outcomes Met: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11.**

* *Module 3* readings to be discussed:
1. Pepys: *The Diary* (pgs. 2011 – 1018).
2. Johnson: from *A Dictionary of the English Language* (pgs. 2704 – 2707).
3. Boswell: from *London Journal* (pgs. 2750 – 2755).
* *Module 3* readings to be discussed:
1. Johnson: from *The Rambler* (pgs. 2687 – 2696) and from *The Idler* (pgs. 2697 – 2703).
* **Review for Unit 5 Exam.**

**Week 16: Learning Outcomes Met: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11.**

**Exam** (in-class).

1. **SPECIFIC MANAGEMENT REQUIREMENTS\*\*\*:**

Instructors will inform students of policies on attendance, late-work or make-up, and plagiarism.

**16. FERPA:\***

Students need to understand that your work may be seen by others. Others may see your work when being distributed, during group project work, or if it is chosen for demonstration purposes. Students also need to know that there is a strong possibility that your work may be submitted to other entities for the purpose of plagiarism checks.

**17. DISABILITIES:\***

Students with disabilities may contact the Disability Services Office, Central Campus, at 800-628-7722 or 937-393-3431.

**18. OTHER INFORMATION\*\*\*:**

**SYLLABUS TEMPLATE KEY**

**\*** Item cannot be altered from that which is included in the master syllabus approved by the Curriculum Committee.

**\*\*** Any alteration or addition must be approved by the Curriculum Committee

**\*\*\*** Item should begin with language as approved in the master syllabus but may be added to at the discretion of the faculty member.