

ENGLISH 263.001
12:15-1:30 TR--WILLINGHAM 202
Fall, 2003

Gary A. Richardson Office Hours:3:00-4:00 TT & BY APPOINTMENT
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Required Texts

Abrams, ed. *The Norton Anthology of English Literature*, 7th ed., Vol. 1

General Course Requirements:

As you are expected to know how to write correctly and competently in English before registering for this course, you need to have successfully completed FYS 101-102 (or its equivalent) in order to have a reasonable chance of succeeding in this class. Get the required text and read it. We will be moving through the material quickly; you will need to read ahead. You will be expected to have finished the reading assignments *before* you come to class and are liable for pop tests, daily writing assignments, etc. over the material assigned. **The reading assignment always includes all introductory material to the historical eras in addition to notes on individual authors and to specific works.** Moreover, you will be expected to attend class, participate in our discussions and turn in all assignments on time. More on this later.

Course Goals/*Student Outcomes*:

Students successfully completing this course will: (1) have increased their general proficiency as a reader of literature; (2) have further developed their skills in analyzing literary language through directed discussion and the composition of critical essays; (3) understand the broad literary movements in English literature from the Anglo-Saxon period through the eighteenth century; and, specifically, for English majors, (4) possess an intellectual framework for their future study of English literature.

Grades:

Grades are a fact of college life. Believing that forewarned is forearmed, I have listed below the devices and their proportion in determining your grade at the end of the term. Notice that I have also provided due dates where appropriate.

Grade Categories			Grading Scale	
First exam	18 September	10%	100-97=A+	67-69=D+
First essay	7 October	15%	93-96=A	63-66=D
Second exam	21 October	10%	90-92=A-	60-62=D-
Term Project	13 November	20%	87-89=B+	Below 60=F
Final Exam	12 December	20%	83-86=B	
	(Friday 2:00-5:00 p.m.)		80-82=B-	
Class leadership	Variable	10%	77-79=C+	
Pop tests, }			73-76=C	
Daily work, }	15%		70-72=C-	
and Class participation }				

General Note on Grades: If you intend to do well in this course, you will need to study consistently and carefully. Recognize that with only six major assignments, your grade can be compromised by poor performance on a single essay or examination. Therefore, it is imperative that you attempt to realize all of your potential on each assignment. Manage your time carefully and work diligently; otherwise you will do poorly. If at any time you are doing poorly in this class (or feel that you are), come and see me immediately.

N. B. Except in extraordinary circumstances (which I alone define), I do not give exams at times different than the Final Examination Schedule designates. If necessary, rearrange your schedule now to be here at

exam time. If you choose to arrange your trip home earlier than the end of our exam, be prepared to accept the consequences--a grade of "AB" and subsequent failure in the course. **Exception may be made for graduating seniors (see below for specifics).**

First Out of Class Essay: This critical exercise provides you the opportunity to demonstrate your understanding of artistic, cultural, and political issues raised by the various works we will be studying in the first few weeks of the term. You will be required to engage in library research, incorporate the results of your research, and provide proper documentation for the secondary commentary that you use. Nevertheless, the paper's primary insights are to arise from your perspective not that of a literary critic. I expect you to **turn in all rough drafts and all your research** with the essay. Failure to do so will result in an automatic grade of "F."

First and Second Exams: These will combine objective, short answer, and essay material over the lectures, the works we read, the historical and author headnotes, and our classroom. The first exam will cover the Anglo-Saxon, Anglo-Norman, and Middle English periods. The second will focus on the sixteenth century.

Term Project: This exercise will allow you to incorporate your personal interests and talents into the course and, I hope, provide you a better understanding of the complex nature of the interchange between English literature and the broader culture which produced it. From my perspective, you are limited only by your imagination and your ability to argue persuasively that your project will provide a sophisticated and enriched insights into English literature between the eighth and eighteenth centuries. We will meet in conference and decide together upon the project that you'll undertake, but it is not too early to begin thinking about this requirement. For example, if you have an interest in visual arts, you might wish to examine the relationship between the visual and literary aesthetics in one of the periods we will consider or undertake the costuming or scenic design for a play you choose. If you have an acting/directing background you might wish to undertake a psychological study of a particular character or the physical blocking of a scene in one of the plays we will examine. If you are interested in music, you might compose some music in the style of a certain period or explain how the musical rhythms of the period find their way into the poems. If you are interested in religion, history, philosophy, or gender studies, the possibilities are beyond measure. No matter what your topic, your project you will require a written companion to your efforts (3-4 pages) explaining and justifying your work. Alternatively, you may write a second critical paper of 6-8 pages incorporating several secondary sources. Once you have chosen a topic and it has been approved, you **will not** be allowed to change. Projects or essays must be approved by me in order for you to receive credit.

Final Exam: The final exam will be a combination of objective and short-answer questions over the Early Seventeenth Century and the Restoration and the Eighteenth Century periods and one or two comprehensive essays which will be written in class during the exam. Graduating seniors who have satisfactorily passed a degree audit and have a "B" average or better in the class may opt not to take this exam. The average of their other grades will be entered as the grade on the final. Seniors wishing to exercise this option must do so in writing before the last day of class, December 9. If they have not done so by that date, they will be expected to sit for the examination with the rest of the class.

Class Leadership: Each person will be given responsibility for being the class leader on a specified day. (I will assign those dates next week.) On your day, you will be expected to have read the work or works with extraordinary care. Using materials selected from the bibliographies in the back of the book, you will begin the class by providing a short (5-7 minutes) overview of the work and the insights that have emerged from your readings and thinking about the works, their authors, the historical circumstances of their production, their relationships to other works that we have examined, the receptions the work enjoyed by their original audiences, their critical history, or some other topic that you find interesting. The in-class presentation will be complimented by a three-four page outline of your thoughts and all of the supporting materials that you consulted. You will submit the material for grading.

Pop tests, daily assignments, and class participation: These three areas will combine for approximately 500 possible points during the term. Final averages will be figured on a percentage of total possibilities during the term as modified below.

(1) The **pop tests** will be short objective tests designed to encourage you both to hone the precision of your readings and to keep up with the reading assignments. If you can answer “who, what, when, where and how” you should do well.

(2) The irregular **daily writing** assignments will ask you to respond to the material assigned in some manner. These writing assignments will be graded on a 20-point scale (20=A+, below 10=F). You may exempt yourself from one or two pop tests or daily writing assignments by the use of the “UP” device explained below.

N.B. Unexcused absences on days when pop tests and/or writing assignments are due will result in a grade of “0” for that day. No “makeup work” is possible. Grades will be calculated as a correct percentage of the total possibilities during the term. If you utilize a “UP,” your grade will be the percentage correct of answers attempted.

(3) **Class participation** will be evaluated as to both insight and frequency. Highest grades will be given to those who voluntarily provide interesting insights; lowest grades will fall to those who cannot respond intelligently -- even when asked a direct question. This may be supplemented by chat sessions on WebCT, but that remains a possibility only at this point. I expect everyone to take part at least once every week.

Requirements for Assignments

1. All work, except for in-class writing and pop tests, printed from work done on a word processor. You **may submit your essays electronically by email or diskette**, bearing in mind the university policy on such submissions: “Students bear sole responsibility for ensuring that papers or assignments submitted electronically to professors are received in a timely and legible manner. Students are therefore obliged to have their e-mail client issue a receipt verifying that the document has been received. Students are also strongly advised to retain a copy of the dated submission on a separate disk. Faculty members are encouraged, but not required, to acknowledge receipt of the assignment.” I will acknowledge submissions as quickly as I can, but circumstances may dictate a delay. Students submitting final versions of their work electronically may also submit drafts and notes electronically. However, they are still responsible for submitting paper forms of their research materials and documentation.

2. Late papers will be marked down **one full letter grade** for each day or part of a day that they are late. [I do grant extensions, but usually only if you contact me at least two days before the paper is due.]

3. I will provide you with a selection of topics and you will have about a week to write the essays. If none of the topics I provide appeals to you, I will allow you to write on a topic of your own, **if** you clear the topic with me first well ahead of the paper deadline (two days before a paper is due does not constitute well ahead of time). Otherwise, I will assume that you will write on the assigned topics. I will not accept papers on topics I have not approved.

4. Since this course assumes that you are familiar with “standards of correctness, including punctuation and grammar,” these papers will be graded on both their intellectual content and their form, and they will be marked down for grammatical, syntactical, and stylistic deficiencies.

Attendance

Part of your obligation in this course is to come to class and participate in the classroom work. You will be allowed to miss the class **twice** (2) without penalty. **N. B. Unexcused absences on the day preceding or following a holiday will count twice.** For each subsequent unexcused absence your final grade will be lowered one letter. (Excused absences are: illness documented by a doctor other than a family member and excused university business.) If you are absent for any reason, see me immediately after your return to class to clear up your absences. I **will not** attempt to ascertain the status of your absence. I **will** abide by the terms of this attendance policy. **I will close my class door five minutes after the class begins. If the door is closed when you arrive, you have been counted absent. If you disturb the class by entering, you will be asked to leave.**

Class Participation and “UP’s”

No matter how diligent you are, you will occasionally be unable to complete daily assignments because of the press of other classes. In such circumstances, you may excuse yourself from participating in class merely by writing your name on a piece of paper and putting it on my desk before class starts. If you choose to use a "UP" on a day on which I decide to give a pop test you have the option of taking the pop test. There is no penalty for employing this device, and you may do so twice (2) during the term.

Conferences, Appointments, etc.

Before the first essay is due, I will make an appointment to see each of you individually. I expect each person to come to that appointment on time and prepared for an intelligent discussion. If you wish to see me outside of class, I am available during my office hours and by appointment. You may feel free to drop by the office for a quick question; for anything longer we may need to make an appointment.

The Honor Code:

This course, like all Mercer classes, is governed by the tenets of the Honor Code which is printed in full in *The Lair*. You should familiarize yourself with its substance and live by its spirit. We will talk in the future about the special pitfalls that attach to writing and researching. In the interim, suffice it to say that *any student submitting work that does not acknowledge in full the borrowed ideas, language, organization, or sources used to complete it will fail the assignment and will be subject to discipline under the terms outlined in The Lair which may include course failure and suspension or expulsion from the university.*

Reasonable Accommodation:

Students with a documented disability should inform the instructor at the close of the first class meeting. The instructor will refer you to the office of Student Support Services (SSS) for consultation regarding evaluation, documentation of your disability, and recommendations for accommodation, if needed. Students will receive from SSS the *Faculty Accommodation Form*. On this form SSS will identify reasonable accommodations for this class. The form must be given to the course instructor for signature and then returned to SSS.

To take full advantage of disability services, it is recommended that students contact the Office of Student Support Services, immediately. The office is located on the third floor of the Connell Student Center.

ENGLISH 263 COURSE CALENDAR

AUGUST

- 21 Introductory Remarks: Assignments: See films of *The Lord of the Rings* (2001) and *Independence Day* (1996)

Heroes and Heroines

- 26 *Beowulf*
28 *Beowulf*, "The Wanderer," "The Wife's Lament," "The Battle of Maldon"

SEPTEMBER

- 2 *The Anglo-Saxon Chronicle*; Geoffrey of Monmouth, "*The History of the Kings of Britain*"; Wace, "*Le Roman de Brut*"; Layamon, "*Brut*"; "The Myth of Arthur's Return" (all three authors); Marie de France, *Lanval*; "Exile the Sons of Uisliu"
4 Geoffrey Chaucer, *The Canterbury Tales*, (CT) "The General Prologue"

Animals and Angels

- 9 Chaucer, CT: "The Wife of Bath's Prologue and Tale"/"The Pardoner's Prologue and Tale"
11 Margery Kempe, *The Book of Margery Kempe* and *Everyman*
16 *Everyman* and *The Wakefield Second Shepherd's Play*

18 FIRST EXAM

Europe, the Americas, and Worlds Beyond

- 23 Thomas Wyatt, the Elder, "My Galley;" Henry Howard, "The Soote Season;" Edmund Spenser, *Amoretti*, "Sonnet 34;" Philip Sidney, *Astrophil and Stella*, "Sonnet 69"
25 "The Wider World" and Spenser, *The Faerie Queene*, Book 1
30 Spenser, *The Faerie Queene*, Book 1

OCTOBER

- 2 Spenser, *The Faerie Queene*, Book 1
7 Shakespeare, *King Lear* **FIRST ESSAY DUE**
9 Shakespeare, *King Lear*
14 **Fall Break**
16 Shakespeare, *King Lear* and "Literature of the Sacred"

21 **SECOND EXAM**

Animals and Angels II

- 23 Donne, "The Canonization" and "Holy Sonnet 14"
28 Jonson, *Volpone*
30 Jonson, *Volpone*

NOVEMBER

- 4 Herbert and Herrick--All Poems
6 Marvell, "To His Coy Mistress" and "The Garden"
11 Milton, *Paradise Lost*, Book 1
13 Milton, *Paradise Lost*, Book 1 TERM PROJECT DUE

Modern England

- 18 Dryden, "MacFlecknoe" and "Absalom and Achitophel" and "A Discourse Concerning the Original and Progress of Satire"
20 Behn, *Oronoko*
25 Astell, Finch, Swift, "A Modest Proposal"
27 **THANKSGIVING**

DECEMBER

- 2 "Debating Women"
4 Johnson, "The Vanity of Human Wishes"
9 Gray, "Elegy Written in a Country Churchyard" and Goldsmith, "The Deserted Village"

Final: Friday December 12th, 2-5 pm