ENGL 311 (3-3-0) English Literature I: A survey of the literature of England from the Anglo-Saxon period through the eighteenth century. Requirement for English majors.

Prerequisite: ENGL 110 And ENGL 120

Instructor: Dr. Dean Swinford
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PH: (910) 672-2425

Office Hours and Location: MWF 9-11 in Williams 205. Please feel free to come by for help with assignments and the readings. I am also happy to make appointments to meet at other times.

FSU Policies and Regulations

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules/ regulations governing FSU email usage may be found at: http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

Title IX – Sexual Misconduct: Fayetteville State University is committed to fostering a safe campus environment where sexual misconduct — including sexual harassment, domestic and dating violence, sexual assault, and stalking - is unacceptable and is not tolerated. The University encourages students who may have experienced sexual misconduct to speak with someone at the University so that the University can provide the support that is needed and respond appropriately. The Sexual Misconduct policy can be found at the following link: http://www.uncfsu.edu/Documents/Policy/students/SexualMisconduct.pdf

Consulting with a Health Care Professional - A student who wishes to confidentially speak about an incident of sexual misconduct should contact either of the following individuals who are required to maintain confidentiality:
Ms. Dionne Hall, Licensed Professional Counselor, Spaulding Building, Room 167
(910) 672-1387; psmith@uncfsu.edu
Ms. Linda Melvin, Director, Student Health Services Spaulding Building, Room 121
(910) 672-1454; lmelvi10@uncfsu.edu

Reporting an Incident of Sexual Misconduct - The University encourages students to report sexual misconduct or has questions about University policies and procedures regarding sexual misconduct should contact the following individual:
Title IX Coordinator Barber Building, Room 242
(910) 672-1141

Unlike the Licensed Professional Counselor or the Director of Student Health Services, the Deputy Title IX Coordinator is legally obligated to investigate reports of sexual misconduct, and therefore cannot guarantee confidentiality, but a request for confidentiality will be considered and respected to the extent possible.

Students are also encouraged to report incidents of sexual misconduct to the University’s Police and Public Safety Department at (910) 672-1911.

Academic Support Resources: The University College Learning Center (located in Chick 216C) hosts the Writing Center. The Learning Center’s homepage (http://www.uncfsu.edu/learningcenter) includes hours and additional information. You can access Smarthinking, an online tutoring service, through Blackboard; click on Tools and scroll down to the Smarthinking log in link. We will also use TurnItIn, an online service that ensures originality in student work and serves as a useful tool for effective citation.
Assignment Preparation and Classroom Decorum

Plagiarism and Academic Honesty: Students are responsible for properly documenting all sources (MLA format). Plagiarism can be punished by expulsion. In cases of suspected plagiarism, I will discuss the charge with you, give an F grade for the assignment, and provide a 1-week rewrite opportunity. The rewrite grade will be averaged with the F.

Using MLA Format: Make sure to follow Modern Language Association (MLA) guidelines for using and citing primary and secondary sources. Please consult the Purdue Owl (http://owl.english.purdue.edu) for more on correct documentation formats. This website includes information on in-text citation and creating correctly formatted works cited pages.

Submission Format: Type all major writing assignments on one side of 8 ½” x 11” white paper, double-space the text, write in Times New Roman (font 12), and use 1” margins on all sides. Remember: a typical page in an academic essay contains anywhere from 250 to 300 words. Also, please note that each writing assignment must reach the minimum page requirement. Essay text that fills only four pages and runs over to the top of the fifth page does not constitute a five-page paper. Text must run down at least three-quarters of the fifth page to meet the page requirement.

FSU Policy on Disruptive Behavior in the Classroom:
The Code of the University of North Carolina (of which FSU is a constituent institution) and the FSU Code of Student Conduct affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

The FSU Policy on Disruptive Behavior identifies the following behaviors as disruptive:

1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors.
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints.
3. Use of cell phones and other electronic devices.
4. Overt inattentiveness (sleeping, reading newspapers).
5. Eating in class (except as permitted by the faculty member).
6. Threats or statements that jeopardize the safety of the student and others.
7. Failure to follow reasonable requests of faculty members.
8. Entering class late or leaving class early on regular basis.
9. Personal grooming during class.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

1. Direct student to cease disruptive behavior.
2. Direct student to change seating locations.
3. Require student to have individual conference with faculty member. At this meeting the faculty member will explain the consequences of continued disruptive behavior.
4. Dismiss class for the remainder of the period. (Must be reported to department chair.)
5. Lower the student’s final exam by a maximum of one-letter grade.
6. File a complaint with the Dean of Students for more severe disciplinary action.

See the complete policy at: http://www.uncfsu.edu/policy/policies/academic_affairs/Disruptive%20Behavior_Final.pdf. Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member’s department chair.
Course Requirements and Evaluation Criteria

Required Texts (available at the campus bookstore):
Critical essays on Blackboard
The Norton Anthology of English Literature online site (http://www.wwnorton.com/college/english/nael9/)

Course Outcomes:
1) Identify major features that characterize Anglo-Saxon, Medieval, and Early Modern English literature.
2) Evaluate cultural/historical influences on the construction of texts.
3) Develop research skills, including using and citing sources.
4) Develop close textual analysis employing relevant literary terms.

Grading Scale. Assignments in this course are graded according to the following scale:
A 90-100 B 80-89 C 70-79 D 60-69 F <60

Graded Assignments: The most basic requirement for this course is that you do all the reading with enough care and attention that you can remember key elements of both the primary and secondary texts. You will need to have a strong command of this material in order to do well on course assignments.

- Quizzes (4 @ 5% each) 20%
- Reading Responses (5 @ 3% each) 15%
- Essay 1 (Beowulf and the Critics) (4-5 pp.) 15%
- Midterm Exam 10%
- Final Exam 15%
- Essay 2 (The House and the State in King Lear) (6-8 pp.) 20%
- Professionalism/participation (includes interactions, assignment submission, and content access) 5%

Total: 100%

Assignment Submission: Assignments must be submitted by the required due date (major due dates are on the course calendar). You must complete all of the graded assignments listed above to pass the class. Late assignments are penalized by one grade level per day missed. The only exceptions to this are assignments accompanied by appropriate documentation for the absence. A writing assignment submitted more than a week after the deadline will receive an F. Dates for exams and quizzes are also included on the course calendar. If you will miss one of these dates, you must (1) arrange a makeup time with me at least one week before the day in question and/or (2) provide appropriate documentation. Quizzes and tests must be made up no later than a week after the initial date.

Essays and Reading Responses will be submitted through TurnItIn. A TurnItIn link for each of these assignments will appear under Content in the course Blackboard site. You must make sure to click through the entire submission process before TurnItIn registers a submission as complete. You will know that you have successfully submitted the assignment when you see a TurnItIn submission confirmation statement and you can view your submitted paper in TurnItIn in Blackboard. If you encounter problems with TurnItIn, please consult ITTS.

ENGL 200-400 Level Course Writing Guidelines
These guidelines have been devised to ensure an equal level of attention to writing in ENGL undergraduate courses at the 200- through 400- levels. The following criteria include three main categories: graded total, extended writing, and student writing objectives.

The graded total category refers to the total number of pages of graded writing during a given semester. This number should serve as a guideline as instructors plan their courses. The total can consist of assignments including, but not limited to, essays, text-based responses, and in-class or take home essay questions. Page counts of essay drafts do not count toward this total. Neither do assignments that are not text-based in some clearly discernible manner. As the total is intended for grading writing, this total should be made up of assignments that are assessed, in some way, for form as well as content.

The extended writing category provides a brief description of the recommended length for a piece of extended writing in the course. As students move from 200- to 400- level courses, the page length and number of sources increases. This scaffolding approach is intended to help students develop the ability to articulate and structure arguments of growing depth and complexity as they move through the English curriculum.
Student writing objectives speak to the writing skills to be practiced at each level. They describe a progression from the clear articulation of a thesis-based argument expected of students in 200-level courses to the creation of a complex and nuanced argument that engages with primary and secondary sources by the 400-level.

In devising these guidelines, the English BA Curriculum committee has consulted materials including syllabi used in 200-400 level English courses as well as the guidelines for ENGL 110 and ENGL 120 devised by the English Composition committee.

### 300-level courses

**Graded total (14-16 pages; 3500-4000 words):**

Each course should include a minimum of 14-16 pages of graded writing. This total should constitute separate assignments where issues such as organization, use of sources, and argumentative structure are assessed and graded in some substantive manner. Page counts of separate drafts of a single assignment do not count toward this total (two drafts of a six page essay does not equal twelve pages of graded writing). Rather, the page range is intended to serve as a baseline for separate assignments.

**Extended writing (6-8 pages; 1500-2000 words):**

The course should include an extended piece of source based writing that is six to eight (6-8) pages in length. This essay should demonstrate student work with three to five (3-5) sources (number includes primary and/ or secondary sources).

**Student writing objectives:**

At this level, students should demonstrate skills outlined for 200-level courses. In addition, they should be able to anticipate counterarguments or objections to their claims. They should also be able to develop arguments that use and/ or respond to secondary sources.

**Course Structure:** The course is divided into three main units. These are based on the three periods we will cover this semester: Anglo Saxon literature, Middle English literature, and Early Modern literature. In addition, we will consider cultural context as well as narrative techniques at work in our readings. We will work with primary sources—works of literature—as well as secondary sources—critical essays and historical documents. The essays that we will produce this semester will come by putting the primary and secondary sources into dialogue as a means of enhancing our understanding of them all.

The course is arranged by week. Each week will include the following from me:

- A message in the Announcements section on issues related to the course.
- At least one video lecture giving an overview of the week—this is process oriented.
- A Powerpoint with key concepts and/ or specific passages that we will analyze—this is content oriented.

**Course Outline and Assignment Schedule:** These dates and assignments are subject to change at my discretion. These dates are not set in stone; students are responsible for keeping updated on any modifications made to this document. Assignments do not reflect everything that may happen over the course of the semester. For example, some additional homework and reading assignments are not provided or mentioned on the calendar. Assignments listed are to be completed for the date featured.

#### Unit 1: Anglo Saxon Literature

**Week 1 (8/19-8/21): Introduction to Medieval and Early Modern Literature**

Syllabus
The Middle Ages to ca. 1485 (Vol. A: 3-28)

**Introduction assignment**

**Week 2 (8/24-8/28): Beowulf**

Beowulf (Vol. A: 36-77)

**Reading Response 1—must be submitted to TurnItIn in Blackboard by 11:59 PM on 8/28**

**Week 3 (8/31-9/4): Beowulf**

Beowulf (Vol. A: 77-108)

**Quiz 1—must be completed in Blackboard by 11:59 PM on 9/4**

**Week 4 (9/7-9/11): Anglo Saxon Poetry**

*Labor Day (9/7)*

Bede and Caedmon’s Hymn (Vol. A: 29-32)
The Dream of the Rood (Vol. A: 32-36)
The Wanderer (Vol. A: 117-120)
The Wife’s Lament (Vol. A: 120-122)
Quiz 2—must be completed in Blackboard by 11:59 PM on 9/11

Week 5 (9/14-9/18): Critical Essays on Beowulf
Tolkien: Beowulf: The Monsters and the Critics (on Blackboard in Week 5 folder)
Chance: The Structural Unity of Beowulf: The Problem of Grendel’s Mother (on Blackboard in Week 5 folder)
Leyerle: The Interlace Structure of Beowulf (on Blackboard in Week 5 folder)
Reading Response 2—must be submitted to TurnItIn in Blackboard by 11:59 PM on 9/18

Week 6 (9/21-9/25): Writing and Revising Essay 1

Unit 2: Middle English Literature
Week 7 (9/28-10/2): Gawain and the Green Knight
Gawain and the Green Knight (Vol. A: 183-237)
Essay 1—must be submitted through TurnItIn in Blackboard by 11:59 PM on 9/30

Week 8 (10/5-10/9): Chaucer: The Wife of Bath’s Prologue and Tale; The Pardoner’s Prologue and Tale
Chaucer Intro (Vol. A: 238-243)
The Wife of Bath’s Prologue and Tale (Vol. A: 282-310)
The Pardoner’s Prologue and Tale (Vol. A: 310-325)
Reading Response 3—must be submitted to TurnItIn in Blackboard by 11:59 PM on 10/9

Week 9 (10/12-10/16): Midterm Review and Exam
*Midterm break begins Thursday, 10/15/12
Midterm Exam—must be completed in Blackboard by 11:59 PM on 10/14

Unit 3: Early Modern Literature and Culture
Week 10 (10/19-10/23): The Sixteenth Century
The Sixteenth Century (Vol. B: 531-561)
Faith in Conflict (Vol. B: 671-698)
Reading Response 4—must be submitted to TurnItIn in Blackboard by 11:59 PM on 10/23

Week 11 (10/26-10/30): King Lear
King Lear Acts I-III (Vol. B: 1251-1309)
Reading Response 5—must be submitted to TurnItIn in Blackboard by 11:59 PM on 10/30

Week 12 (11/2-11/6): King Lear
King Lear Acts IV-V (Vol. B: 1309-1339)
Quiz 3—must be completed in Blackboard by 11:59 PM on 11/6

Week 13 (11/9-11/13): The State and the Household
Women in Power (Vol. B: 721-765)
Selected essays (on Blackboard in Week 13 folder)

Week 14 (11/16-11/20): Critical Essays on King Lear
Boose: The Father and the Bride in Shakespeare (on Blackboard in Week 14 folder)
Heinemann: Demystifying the Mystery of State (on Blackboard in Week 14 folder)
Quiz 4—must be completed in Blackboard by 11:59 PM on 11/20

Week 15 (11/23-11/27): King Lear in Film
*Thanksgiving holiday begins Thursday, 11/26

Week 16 (11/30-12/4): Writing and Revising Essay 2
*Friday, 12/4 is designated as a university Reading Day
Essay 2—must be submitted through TurnItIn in Blackboard by 11:59 on 12/4

Final Exam During Finals Week