**ENG 203 010: British Literature Survey I (3 credit hours)**

**Fall 2023**

**MWF 9:00 to 9:50 am in Lawson 214**

**Professor: Dr. G. Johnson**

Office: Lawson 124-C

Email: GPJ@reinhardt.edu

Office Phone: (770) 720-5627

Office Hours:

 **Monday 11:00 am to 12:00 noon**

 **Tuesday 1:30 pm to 3:30 pm**

 **Wednesday 11:00 am to 12:00 noon**

 **Friday 11:00 am to 1:00 pm**

 and by appointment

**Required Textbooks**

Black, Joseph et al, eds. *The Broadview Anthology of British Literature*. Concise Edition,

Volume A. **2nd edition**. Broadview Press, 2011.

**ISBN: 978-1-55481-048-2.**

\*\*\*Or, instead of the 2nd edition of this textbook, students may use the Concise Edition, Volume A. **3rd edition**. Broadview Press, 2017.

**ISBN: 978-1-55481-312-4**

Chaucer, Geoffrey. *The Canterbury Tales*. Selected, Edited, and Translated by Peter G. Beidler.

Based upon the edition by A. Kent Heiatt and Constance Heiatt. Bantam Classic, 2006.

**ISBN: 978-0-5532-1082-8**

Shakespeare, William. *Romeo and Juliet*. Folger Shakespeare Library. Washing Square, 1992.

**ISBN: 978-0-6717-2285-2**

Note: Although not required, it is strongly recommended that students have paper (and not electronic) copies of the course textbooks, due to the fact that the in-class essays and final are open textbook, but only paper copies are allowed in the room for obvious reasons. Therefore, if you are using an electronic copy, you will need to create a detailed list of quotations to use for the in-class essays instead, and/or paper copies of a handful of pages from the course readings that you would like to have at hand in order to quote from them.

**Course Description**

Catalogue Description: This course surveys major works, writers, and genres from the Anglo-Saxon period through the Renaissance. *Prerequisite*: ENG 102, ENG 103, SCI 103, or COM 103

Section-specific Description: The course surveys British literature from the anonymous Old English poetry up to Milton, or British literature from its beginnings up to the end of the 1600s. The course is designed to develop students’ understanding of the seminal British literary works and important areas of the British literary tradition using close reading and consideration of historical and cultural contexts. Major works to be covered include: *Beowulf, Sir Gawain and the Green Knight,* Chaucer’s *The Canterbury Tales* (selections), Malory’s *Morte Darthur* (selections), Shakespeare’s *Romeo and Juliet*, Milton’s *L’Allegro* and *Il Peneroso*, and, as time allows, *Paradise Lost* (selections). Shorter works to be read for class include the Old English *Elegies* and poems by William Shakespeare, John Donne, Katherine Philips, and Robert Herrick. In addition, as time allows, we will analyze and discuss the development of the written word in British literature, or the history of the book—from handwritten manuscripts to the earliest works produced on the printing press and beyond.

**Workload and Breakdown of Grade**

Students are required to write three tests (one each on Old English, Middle English, and Early Modern English literature: these tests are essay-based), and a cumulative final exam. Students will also be asked to participate regularly in class discussion, and to make presentations to the class on assigned readings and questions. Credit for presentations will be part of the participation grade.

Attendance and Participation 10%

Test 1: Old English Literature essay 25% (end of September)

Test 2: Middle English Literature essay 25% (end of October)

Test 3: Early Modern English Literature essay 20% (Wed., Nov. 29th, 11:15 am to 2:15 pm

Final Exam (cumulative essay): 20% (Wed., Nov. 29th, 11:15 am to 2:15 pm

**A** 90-100 **B** 80-89 **C** 70-79 **D** 60-69 **F** 0-59

***Note that all major assignments must be completed in order to pass the course.***

**Attendance and Participation**

Attendance will be taken at the beginning of each class. If you will be unable to attend class on a given day, inform me as to the reason by email, GPJ@reinhardt.edu, (within 24 hours if possible), and I will take the excuse under advisement when compiling grades. You are required to have the appropriate textbook(s) on hand for the class meeting, and to have the assigned reading completed before class so that you can participate in class discussion.

Each student starts off the course with 100 points for attendance. For every unexcused class absence, a student loses 3 points. Every time a student is noticeably late to class, leaves dramatically early, or disrupts class, a student loses 1 point. In addition, you will lose points if you do not come prepared to class, for example, if you do not have your books with you, or if you obviously have not done the work to prepare for the class meeting.

If you miss more than six class meetings with unexcused absences (equivalent to two weeks of the course), you should withdraw from the class if that option is still available, as you will receive an automatic F in the course due to lack of attendance.

For students who miss class meetings due to official Reinhardt University obligations, such as student athletes missing class to attend a tournament; these absences are excused. However, you must provide me with a team schedule as well as official documentation from your coach (usually coaches are diligent in emailing faculty about student absences). Students who miss class for such reasons must make up any missed work and keep up with the assignments.

**Class Behavior**

It is expected that students behave appropriately in class, as adults in a university setting. That is, be on time and be respectful. Disruptive and disrespectful behaviors will result in dismissal from the class meeting and lowering of grade. Remember that your fellow students are making an enormous commitment in time and money to join us, so do not interfere with their ability to learn by distracting them.

**Academic Honesty**

Official RU Statement regarding Academic Integrity: “All students are expected to adhere to the highest standards of academic integrity, and to abide by the Reinhardt Honor Code. Also, all students are expected to be familiar with the Reinhardt policy on academic dishonesty stated in the University Catalogue and in the Student Handbook. Plagiarism (Using ideas and phrases of others without crediting them, therefore, claiming those ideas and phrases as your own) will not be tolerated in this course or on this campus. To avoid such academic dishonesty, you must use a citation (footnote or in text) for all ideas drawn from your reading and research, including research in encyclopedias and online, even when you have restated those ideas in your own words.”

Additional for ENG 203 010: Plagiarism is the use of ideas or words of another writer without giving that writer proper credit for their work. In other words, you hand in an essay with ideas, written phrases, sentences, or paragraphs lifted from someone else and you do not use quotation marks or cite the fact that the material came from a source. The most egregious case is when a student hands in, as his or her own work, an entire essay copied directly from the internet.

Collusion is when two or more people write a paper together which is turned in as if it were the work of a single author. An example of this is when you have a roommate make a significant contribution to the ideas or words of your paper.

The Consequences of plagiarism or collusion are as follows: a failing grade for the assignment, a failing grade in the course, disciplinary action taken against you by the school, possibly including academic probation or even expulsion.

Spinbot:

Students who use the “synonym swap-out” websites, apps, or programs, such as Spinbot, will receive an automatic F (zero points) on the assignment in question.

ChatGPT and A.I. Tools:

Students are not allowed to use ChatGPT or any other A.I. tools for any of the ENG 203 assignments, whether for class presentations or essays, unless explicitly directed to on a particular assignment by the professor, Dr. Johnson.

Students who are found to have used these tools for any assignment will receive an F (zero points) on the particular assignment, which will dramatically lower the overall grade in the course.

When these tools are used, students must make sure to use them responsibly and with transparency. In other words, include citations indicating when, where, and how such tools were used for a particular writing assignment.

See above: using ideas from a source, including A.I. tools, is plagiarism unless the source is being cited correctly.

**The Center for Student Success (CSS)**

Students are encouraged to use the Center for Student Success, located in room 313 of the Hill Freeman Library. The Center offers free peer and faculty tutoring for all subjects. For ENG assignments, students can work with the tutors there to: develop ideas about a particular assignment; receive help with a draft; receive instruction about any writing-related issue, such as how to avoid writing sentence fragments. To make an appointment, drop by room 313, or you can go to Reinhardt University’s homepage ([www.reinhardt.edu](http://www.reinhardt.edu)) and check on Academics and on the next screen, click The Center for Student Success. This next page enables students to see the tutors and times available for each subject area. At the bottom of the left column, click on Student Appointment Form. Fill in all required fields, signaled by a red dot, and submit your request. A tutor from the CSS will contact you within the same day to confirm your appointment

**Disabilities**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a documented disability requiring an accommodation, please contact the Academic Support Office (ASO).

Reinhardt University is committed to providing reasonable accommodations for all persons with disabilities. Therefore, if you are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with the Academic Support Office (ASO). ASO is located in the basement of Lawson Building. Phone is (770) 720-5567. To receive academic accommodations for this class, please obtain the proper ASO letters/forms.

So, students with disabilities who need extra accommodations in class, please inform and provide me with proper documentation from ASO. All such information is of course kept strictly confidential.

**COVID (official from RU)**

All students, faculty, staff and administration at Reinhardt University are subject to changes in policies if mandated by the State of Georgia. Current policies and procedures can be found at: <https://www.reinhardt.edu/back-to-campus>.

If you have any questions, please refer to the website or contact Reinhardt University at the numbers below.

Campus Nurse within the Student Health Center
studenthealthcenter@reinhardt.edu, 770-720-5542

Public Safety

**Non-Emergency Phone:** 770.720.5789
**Emergency Phone:** 770.720.5911
publicsafety@reinhardt.edu

Dean of Students – Dr. May

deanofstudents@reinhardt.edu, 770-720-5540

Office of the Vice President for Academic Affairs – Dr. John Miles

VPAA@reinhardt.edu or John.Miles@reinhardt.edu .

**COVID: Specific to ENG 203 010**

We will be following the CDC recommendations regarding masking in the classroom for ENG 203 010.

First, go to the CDC website:

[www.cdc.gov/coronavirus/2019-ncov/your-health/covid-by-county.html](http://www.cdc.gov/coronavirus/2019-ncov/your-health/covid-by-county.html)

Then at the COVID-19 County Check, put in “Georgia” for the state and “Cherokee County” for the county. Then click “go.”

For example, on August 11, the CDC rates the community level of COVID transmission as “low” (green), so masks will not be required in the classroom the first week of class.

The rating system uses a simple three-part system to indicate the level of COVID transmission in any county in the USA: “high” (red), “medium” (yellow) and “low” (green).

**COVID Transition**

High COVID incidence on campus may cause classes to be transferred to an online format. Such a transition may cause a disruption in your lives. I will work to maintain the continuity of our program, but the schedule and organization of the class may be modified to accommodate your needs and the changing condition of the university or county. (Courtesy of Leigh Zeitz)

**Technology Requirements (official from RU)**

Students should be aware of the technological requirements for engaging in class sessions delivered by online conferencing platforms. These class sessions may be accessible by smart devices (phones and tablets.) However, in some situations, a student may find that is it best to access these learning sessions through a computer (laptop or desktop.) Engaging with an online conference can be easier at a computer as it provides larger screens and easier access to chat functions.

Should the course move online, the student will need to be able to share both video and audio during online conferences, so the device chosen must support those requirements. In other words, your device must have a camera and a microphone. If the computer used to connect with an online conference does not have audio and video support, then the student may have success logging in to the conference from two sources: a computer for ease in utilizing chat functions and seeing the presentation, and a smart device to provide audio and video sharing with the conference. If logged in from two devices, please make sure to listen to the audio from the device with the microphone and mute the sound on the other device. This will prevent microphone feedback and echoes. Earphones with microphones (gaming headsets or smartphone earbuds) are recommended.

Students will likely need a computer to submit required files and file types for assignments.

**Flexibility Clause**

The instructor reserves the right to modify the course requirements and other policies as circumstances may dictate, and with sufficient notification to all students. Even the professor can have an unanticipated emergency, and the university—or the community at large—may experience an emergency that requires changing the class schedule or requirements. If I need to invoke this clause you will be notified as soon as possible via email. (Courtesy of Sally Hadden)

**Course Objectives and Learning Outcomes**

**Program Objective 1:** To ensure that students master sound writing skills, including the ability to craft correct and readable prose and to sustain a logical argument (College Objective 1: Communication)

Learning Outcome 1: Shows knowledge of and skills in the use of the English language

Learning Outcome 2: Shows facility with expository and argumentative writing

**Means of assessment:** three tests (essay-based), cumulative final exam (essay-based)

**Program Objective 2:** To prepare students to read, comprehend, and study independently (College Objective 2: Critical Thinking and Inquiry)

Learning Outcome 3: Demonstrates a close reading of the text(s) under discussion

Learning Outcome 4: Exercises independent thought in the analysis and interpretation of texts

**Means of assessment:** three tests, cumulative final exam, class participation and presentations

**Program Objective 3:** To equip students with solid research skills, including the ability to use and cite both print and electronic primary and secondary sources (College Objective 2: Critical Thinking and Inquiry and College Objective 4: Values and Ethics)

Learning Outcome 5: Uses appropriate secondary sources to advance an argument

Learning Outcome 6: Integrates quoted and paraphrased material into essays

Learning Outcome 7: Demonstrates integrity and ethics in the attribution and citation of source material

Learning Outcome 8: Applies MLA style sheet to citations and Works Cited Page

**Means of assessment:** three tests, cumulative final exam

**Program Objective 4:** To develop in students good interpretative skills in each of the major genres: poetry, fiction, and drama (College Objective 3: Society and Culture)

Learning Outcome 9: Understands the concept of genre and uses this knowledge in an effective analysis

Learning Outcome 10: Shows a sense of the cultural, biographical, and literary history of Western literature

Learning Outcome 11: Shows an understanding of the impact of diverse cultural backgrounds upon literature

**Means of assessment:** three in-class tests, cumulative final exam, class participation and presentations

**Program Objective 5:** To familiarize students with the terms and tools of literary analysis (College Objective 2: Critical Thinking and Inquiry)

Learning Outcome 12: Applies literary terms to the analysis of literary texts

**Means of assessment:** in-class tests, cumulative final exam, class participation

**Reinhardt University Student Learning Outcomes**

**RU SLOs**

In ENG 203 01H, we will be directly developing students’ knowledge and skills of SLOs #1, 2, 3, 4, 5, 6, and 7 as seen by the above **Course Description** and **Assignments and Grade Structure** on pp. 1-2 of the syllabus.

**Communication**

Students will demonstrate:

1. Effective expression of ideas through writing, speech, and visual media.

**Critical Thinking and Inquiry**

Students will demonstrate:

1. Integrative, critical thinking and inquiry-based learning using evidence, logic, reasoning, and calculation.
2. Knowledge of various research methodologies, information, technological, and scientific literacy.
3. Independent thought and imagination; preparation for lifelong learning.

**Self, Society and Culture**

Students will demonstrate:

1. Knowledge of the traditions of Western civilization and their global context.
2. Knowledge of the diversity of societies and cultures; the ability to view themselves and the world from cultural and historical perspectives other than their own.

**Values and Ethics**

Students will demonstrate:

1. Integrity and ethical responsibility.
2. Understanding of and commitment to physical, emotional, and spiritual wellness.
3. Stewardship and civic engagement, coupled with the ability to work with others both collaboratively and in leadership roles.

**RU’s Credit Hour Policy**

Over 15 weeks, students will spend 150 minutes per week in lectures, class discussion, and examinations (37.5 hours for the semester). Instructional time includes a 3-hour final exam. Out-of-class work includes homework and preparation for exams and quizzes and is estimated at around 300 minutes per week (75 hours for the semester).

**ENG 203 010**

**Dr. G. Johnson**

**Tentative Schedule**

**Fall 2023**

**MWF 9:00 am to 9:50 am**

**Week 1: (Aug. 14-18)**

-Introduction to the course; hand out and discuss syllabus

-historical background from Celtic Britain to Roman Britain to Anglo-Saxon England to Anglo-Norman (Conquest), pp. 1-15

-look at maps pp. 1620 ff.

-Introduction to Old English cultural elements and terms: pagan/Christian, oral/literate, warrior/monk, tribe/village or monastery

**Week 2: (Aug. 21-25)**

-Introduction to Old English poetry: accentual verse, alliterative, odd vocabulary, difficult syntax, kennings

-Guide to analyzing Old English poetry: heavy use of pairings, contrasts, use of imagery, generalizations, the “culture clash” of pagan and Christian world views in action

-Introduction to the *Elegies*, pp. 51-2

-“The Wanderer” pp. 52-4

**Week 3: (Aug. 28 to Sept. 1)**

-“The Seafarer” pp. 54-5

-“The Wife’s Lament,” p. 56 (and the concept of “peace-weaver”)

-“The Ruin” p. 57

-“The Dream of the Rood,” pp. 58-60

**Week 4: (Sept. 7-9)**

-Bede’s *Ecclesiastical History of the English People*, pp. 36-50, with emphasis on section 3, “The Life and Conversion of Edwin, King of Northumbria” and section 4, “Abbess Hild of Whitby”, with emphasis on p. 44, 49-50

-discuss Old English language compared to Middle English and Early Modern English with examples

-go over simple sentences in Old English from *The Guide to Old English* (handout)

-in Old English, go over the passage from *Beowulf* where Grendel approaches Heorot, grabs Ӕschere, and eats him

-compare different Modern English translations of *Beowulf* (handout: E. Talbot Donaldson, Seamus Heaney, Howell D. Chickering, Jr.)

-introduction to *Beowulf* poem, pp. 62-3

-discussion of the epic genre, the meaning of Beowulf’s name, his tribe (Geats), the genuine historical elements and connections to Scandinavia

-*Beowulf*, sections 1-10

-*Beowulf*, sections 11-20: student presentations

**Week 5: (Sept. 11-15)**

-*Beowulf*, sections 21-35: student presentations

**Week 6: (Sept. 18-22)**

-*Beowulf*, sections 36-end: student presentations

**-Test 1: Old English Literature on Sept. 22nd**

**Week 7: (Sept. 25-29)**

-history: post Norman Conquest, pp. 15-34

-Introduction to Middle English Romance

-introduction to *Sir Gawain and the Green Knight*, pp. 159-60

-the manuscript tradition of *SGGK*, using photocopy from facsimile

-*Sir Gawain and the Green Knight*, pp. 160-78

-discussion focuses on the genre, style, culture, structure of the poem, theme concepts of loyalty/betrayal, honor/shame, keeping one’s word, politeness, temptation/sin

-finish *Sir Gawain and the Green Knight*

-Andreas Capellanus’s *The Art of Courtly Love* (handout)

-the French Romance tradition: emphasis on jealousy, suffering, obsession

**Week 8: (Oct. 2-3)—Fall Break is Oct. 4, 5, 6**

-Introduction to Chaucer (see pp. 228-9 of Broadview textbook, \*pp. xv-xvi of Beidler textbook)

-Introduction to *The Canterbury Tales*, pp. 231

**Week 9: (Oct. 9-13)**

-Introduction to “The General Prologue,” pp. 233-4 (Broadview, pp. 5-8 (Beidler)

-“The General Prologue” focusing on opening and description of the Knight, Prioress, Monk, Friar, Wife of Bath, Miler, and Pardoner (Beidler pp. 16-17, 22-9, 38-9, 44-5, 50-1)

-“The Miller’s Tale”

**Week 10: (Oct. 16-20)**

-“The Wife of Bath’s Prologue”

-“The Wife of Bath’s Tale”

-Thomas Malory’s *Morte Darthur*, pp. 419-60

-discuss how to do correct in-text citations, especially for poetry, for Test 2

**Week 11: (Oct. 23-27)**

**-Test 2: Middle English Literature on Oct. 23rd**

-Introduction to Renaissance and the early seventeenth century, pp. 465-514: focus on sections discussing rise of middle class, rise of literacy rates and education opportunities, rise of technology and science, rise of humanism, how the world is becoming smaller with exploration and colonization

-apart from the Old English *Elegies*, we have been focusing on narrative poetry. Now we will focus on **lyric poetry**

-“Reading Poetry” pp. 1597-1616, focusing on poetic devices, rhyme, meter, scansion

-Shakespeare’s biography, pp. 791-5

-Introduction to his Sonnets, pp. 795-6

**Week 12: (Oct. 30-Nov. 3)**

-Sonnets 18, (p. 798), 60, (p. 800), 73 (p. 801), 116 (p. 804), 130 (p. 806)

-Shakespeare’s *Romeo and Juliet*

**Week 13: (Nov. 6-10)**

-Shakespeare’s *Romeo and Juliet*

-John Donne’s biography, pp. 824

-John Donne’s “The Flea” p. 831, “A Valediction: forbidding Mourning” p. 833, Holy Sonnet 10 (p. 847), Holy Sonnet 14 (p. 848)

-focus on discussion of poetry: caesura and enjambment (see “Glossary of Terms” at back of textbook)

**Week 14: (Nov. 13-17)**

-Robert Herrick’s biography, p. 861

-his poems: “Delight in Disorder” p. 861, “Farewell to Sack” p. 863, “To the Virgins” p. 865

-Katherine Philips’ biography, p. 891

-her poems: “A Married State” p. 892, “Friendship’s Mystery” p. 894,” “On the Death of my First and Dearest Child” p. 895

-Milton biography, pp. 897-8

-Milton’s Sonnet 23 (p. 909)

-Milton’s *L’Allegro*, pp. 899-902

-Milton’s *Il Penseroso*, pp. 902-4

-student presentations

**Week 15: (Nov. 20-21)**

-introduction to *Paradise Lost*, pp. 918-19

-*Paradise Lost* (selections, to be determined, but will include Books 1-2, pp. 920-46)

-Final Exam preparation

**Week 16: (Nov. 27-Dec. 1)**

Final Exams Week

**Test 3 and Final Exam:**

**Wednesday, November 29th from 11:15 am to 2:15 pm**

As time allows:

-Introduction to Restoration Literature, pp. 1001 ff. (especially pp. 1021-23 on poetry and p. 1032 on satire and Swift’s *Gulliver’s Travels*)

-Jonathan Swift’s biography, pp. 2154-5

-Introduction to *Gulliver’s Travels*, pp. 1270-1 (1726 edition): note he attacks travel literature, human race, hypocrisy, tyranny and corruption, aristocrats, politicians, Catholics, different Anglicans

-Part 1: A Voyage to Lilliput, pp. 1272-1301

-discussion of how to cite sources for in-text citations and Works Cited page for Essay 2

-Part 4, A Voyage to the Country of the Houyhnhnms, pp. 1333-68

-return to discussion of Restoration and the 18th century, pp. 2021-3 (neo-classical poetry, satire)

-Swift’s poems “Stella’s Birthday” pp. 1258-9, “The Lady’s Dressing Room” pp. 1260-2

-Thomas Gray’s “Elegy Written in a Country Courtyard” pp. 1516-19

-Christopher Smart’s “My Cat Jeoffry” from *Jubilate Agno* p. 1521