British Literature: Anglo-Saxon to 18th Century
English 2322
Text: *Norton Anthology of English Literature*, Volume 1, Ninth Edition*
(or online equivalent)
Instructor: Shawn K. Newell
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Course Description & Course Rationale
This course is a survey of British Literature from the Anglo-Saxon beginnings to the 18th Century. We will examine the important themes and images found in the major works of this period and explore how English literature has developed over the centuries. We will acquire an appreciation for the issues and questions that inspired these great efforts, and learn how the past shapes what follows.

Prerequisites
Students must have completed ENGL 1301 & ENGL 1302 or equivalent with a grade of “C” or better before undertaking this class.

Course Outcomes
Students will acquire knowledge of the growth and development of British Literature from its Anglo-Saxon origins to the late 18th century. Upon completing sophomore literature, students should be able to

1. understand the role of literature as an expression of values and interpretation of human experience

2. understand and apply methods of responding to literature analytically

3. understand the form, function, scope and variety of literature, including specialized terminology

4. understand the interactive relationship between history, culture, and literature.

Sophomore literature outcomes will be measured by various assignments, including the composition of a literary analysis.

ASU Core Curriculum Objectives for Sophomore Literature and Related Course Assessments
Students in sophomore literature will practice the following core curriculum learning objectives in critical thinking, communication, social responsibility, and personal responsibility. Students will then demonstrate their capabilities in these objectives through reading quizzes, written analyses, reflections, or examinations.
• Critical thinking will be demonstrated in reading quizzes, written analyses, or examinations. Students will gather, analyze, evaluate, and synthesize information relevant to a question or issue by mastering a series of assigned literary works in terms of generic conventions and content.

• Communication will be demonstrated in reading quizzes, written analyses, or examinations. Students will develop, interpret, and express ideas through effective written communication.

• Social responsibility will be demonstrated in written reflection on public reading or lecture. Students will demonstrate ability to engage with locally, regionally, nationally, or internationally known literary artists and the texts they create, and to reflect upon the shared traditions of literary expression, the debates that help shape literature, and the conflicts, cultural differences, and shared experiences.

• Personal responsibility will be demonstrated in reading quizzes, written analyses, or examinations. Students will demonstrate the ability to evaluate choices, actions, and consequences by identifying, analyzing, and evaluating ethical decision-making in literary examples.

The last day for a drop is October 31st.

Grades
As per Llano ISD policy, grades will be divided into two broad categories---
Major (including tests, formal papers, projects, etc.) = 40%
Minor (including in-class work, homework, readings quizzes, etc.) = 60%

Exams
Exams are usually a combination of reading identification questions and short essay questions. Some line explication may be included.

Course Syllabus
A course syllabus with calendar is attached. This may change from time to time, so if you do miss a class, please check with me or a classmate to learn of any changes.

Reading Journal/Log; Topic Response Papers
In order to encourage thoughtful interaction with the texts, students will be expected to write in response to the texts or to address specific questions. I have done all assigned topics before, and I have done all free-response. Surprisingly, many students have more trouble with the free response. I would like to use some of each style in these classes in order to see which works best.
to produce the appropriate level of reflection and expression. More details will be forthcoming as we go forward.

**Papers**

This course generally requires two papers. The first and shorter of the two is a critical study or analysis of one of our selections. This is not a research paper requiring outside critical reading, but rather your own interpretations of the text, informed and aided by discussion, advice, and close reading.

The second and longer paper is more research based, and might include a comparison of works centered on a theme or image, an exploration of how a writer's life experiences influenced his or her work, or a number of other possibilities. Full expectations for both papers will be provided.

I have sometimes substituted other assignments for one of the papers. Again, I would like to refrain from making a decision until I have a better sense of how things will progress.

**Expectations:**

I expect my students to be actively involved with the class. This means there should be no cell phones or other electronic devices out in class except for recording devices or personal assistance devices, which should be discussed with me before being used. Such distractions are not needed and interfere with one's ability to focus on class.

I expect my students to do the assigned reading and contribute to class discussions. Such contributions can include questions or statements, but what you get out of class in proportionate to what you put in. Reading quizzes may be employed as needed to encourage participation.

I expect my students to do their own work. Plagiarism and cheating will not be tolerated.

**Course/Class Policies:**

**Academic Honesty**

Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is available on the web at http://www.angelo.edu/forms/pdf/honorcode5.pdf. At minimum students who are determined to have violated this policy will receive a failing grade on the assignment, and may also receive a failing grade in the course and be referred to the English Department Chair for possible further action.
Students with Disabilities
(The ASU policy is listed below, but Llano ISD policies are the primary framework for addressing these issues)
Persons with disabilities that may warrant academic accommodations must contact the Student Life Office in the University Center, in order to request such accommodations prior to any being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made.

Absences for Observance of Religious Holy Day
Students who intend to be absent from class to observe a religious holy day (as defined in ASU OP 10.19) must inform the instructor in writing prior to the absence and make up any scheduled assignments within an appropriate timeframe determined by the professor. While the absence will not be penalized, failure to complete the make-up assignment satisfactorily and within the required timeframe will result in penalties consistent with other absences and assignments.

Incomplete Grade Policy
It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures for more information.

Title IX Statement
Angelo State University is committed to the safety and security of all students. If you or someone you know experience sexual harassment, sexual assault, domestic or dating violence, stalking, or discrimination, you may contact ASU’s Title IX Coordinator:
Michelle Nicole Boone, J.D. Director of Title IX Compliance 2
• Michelle.boone@angelo.edu
• 325-486-6357
• Mayer Administration Building 204
Course Calendar:

(This is designed to give an idea of the variety of readings and the likely pacing of the course. Specific assignments may not be mentioned here, but will be announced as we go. The page numbers are based on the Norton Anthology text, but alternative locations for the readings will be announced when available.)

Week of---


August 26:  Intro to Anglo-Saxon Literature, pp 3-13; Bede, pp 29-32; The Dream of the Rood, pp 32-36 The Wanderer, pp 117-120; Wife’s Lament, pp 120-122; Alfred the Great, (handout) Anglo-Saxon Poetry test

September 2:  Labor Day Holiday. Beowulf, pp 36-108

September 9:  The Anglo-Saxon Chronicle, (handout); Ancrene Riwle, (handout); Sir Gawain & the Green Knight, pp 183-238. (Beowulf Test this week or next)

September 16:  Chaucer, p 238ff (General Prologue, Miller’s Prologue & Tale, The Pardoner’s Tale, The Wife of Bath’s Prologue and Tale, Chaucer’s Retraction)


September 30:  Middle Ages Test; Sonnets: Wyatt p 592ff (Whoso list to hunt, I find no peace); Spenser p 708 ff (p903ff- Sonnet 34, Sonnet 37, Sonnet 67, Sonnet 68, Sonnet 75); Shakespeare pp.1058ff (Sonnet 18, Sonnet 29, Sonnet 60, Sonnet 71, Sonnet 73, Sonnet 116, Sonnet 130).

October 7:  King Lear (p 1251) Acts I, II, III.

October 14:  Columbus Day Holiday. King Lear, Acts IV-V.

October 28: **Herrick** (p 1762) *To the Virgins, to Make Much of Time*; **Marvell** (p 1796) *To His Coy Mistress*; The English Civil War, pp. 1737-1744; **Lovelace** (p1779) *To Lucasta, Going to the Wars, To Althea, from Prison*;

**Intro to John Milton** (p 1897ff)
*On Shakespeare, How Soon Hath Time, To the Lord General Cromwell, When I consider How My Light is Spent.*

November 4: **Milton**, *Paradise Lost*, books 1, 9, 12-(lines 358-end); **The Crisis of Authority, 1834; Bunyan**, bio, p. 2269, from *Pilgrim’s Progress* pp 2270-2278. **Thomas Traherne** p. 1880; Wonder, 1881-2, handout.


November 18: Thanksgiving Break


December 2: **16th-18th Centuries Test.**

December 9: Final Exam Week

*This syllabus & calendar may be changed at the instructor’s discretion throughout the term.*