

ENGL 4613 x10 Special Topic: Tolkien

Fall 2020 ENGL 4613 x10 (ONLINE course on D2L)

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IN-PERSON Office Hours: MTWR 11:00 AM to 1:30 PM (also by appointment after 1:30 PM weekday afternoons). MASKS ARE REQUIRED. SEATING IS SIX FEET APART.

LANDLINE: You may contact Dr. Fields *any time* by his landline: [email me for this number]. He is teaching from home. His wife is immune-compromised. You can reach him during office hours by his campus phone: 940-397-4246. The landline is best outside of office hours. If the hour is exceptionally late (or early) leave a message on the landline's voicemail.

Required books

- The one volume LORD OF THE RINGS with appendices.
- A companion book that has something in it you might use in PowerPoint and Essay.

Course goals

- Read various literary texts united by a common theme or topic.
- Apply knowledge of literary analysis to interpret literary texts.
- Engage in a writing process that includes invention, drafting, and revision.
- Find, evaluate, and synthesize credible sources
- Use sources ethically and follow a designated style guide [MLA].
- Demonstrate proficient use of Standard Written English.

PowerPoint, Essay, and Final Project (PowerPoint or Essay)

The PowerPoint is 30 percent. The Essay is 30 percent. The Final Project (an expansion of the PowerPoint or the Essay) is 40 percent.

The PowerPoint should start paragraphs with TOPIC IDEAS. This idea is a thought, claim, or assertion about a character or scenario. TOPIC IDEAS only need to be one sentence. They can include another sentence (or two) that BRIEFLY summarizes the relevant scenario.

The PowerPoint follows TOPIC IDEAS (and BRIEF SUMMARY as the case may be) with DESCRIPTION: NOT summary; instead, specific visual/auditory/tactile details that help us as readers to re-experience the relevant scene or moment in the story.

DESCRIPTION IS WHAT WE ARE SEEING AND HEARING. THE DETAILS YOU SELECT AND EMPHASIZE ALLOW US TO INFER YOUR CONCERNS.

DESCRIPTION backs up or "proves" the TOPIC IDEA at the beginning of the paragraph. Description (as much as possible) is YOUR word-choice and phrasing. Do not merely reproduce Tolkien's words. Shakespeare's words. Try to the best of your ability to describe what matters to YOU.

DESCRIPTION also leads up to a more specific idea or thought we will call the INSIGHT. Think of it as a moral or lesson implied by your description. It also captures the significance of a quote that follows.

QUOTES ARE IMPORTANT. Just before the quote, provide the INSIGHT. End the insight on a colon and then follow with the quote. Provide the page number in parentheses.

Here are sample paragraphs for the first PowerPoint. These paragraphs become body paragraphs for an Essay:

Tolkien's model of romantic love is both a choice and an act of fate—a tragic blend of wonder and doom. The love of Arwen, an elf-maiden, for the mortal Aragorn in *The Lord of the Rings* had its precedent in a very early story Tolkien wrote soon after returning to England after his service in World War I. Arwen Evenstar alludes to the story of Luthien Tinuviel in “Many Partings” in *The Return of the King*, when she makes a gift to Frodo of the white gemstone she wore around her neck. Frodo approached her as she and Aragorn were admiring the sapling of Nimloth, which has been transplanted from the mountains to a spot by the fountain in the court of the Citadel. The sapling thrived and seemed to wear a garland, or crown, of snowy white flowers, auguring a new age of Middle-Earth, this one belonging to mortals, not the elves. Arwen had been singing but her heart goes out to Frodo. She recognizes that Frodo is becoming like the Elves He has been changing ever since he was pierced by the Morgul-knife in “The Flight to the Ford.”

To become like the Elves is to internalize the aching desire of a love that no longer belongs to this world. Frodo's transformation is not like the robust transformation of Merry and Pippin who had imbibed a draught of the Entwash in “Treebeard.” To the contrary, now had begun a an inward wasting of the spirit in Frodo. Like the Elves, his spirit instinctively begins to look towards the High Sea in the West, and he feels an aching need to leave with the last of Elves. Arwen instinctively feels for the gem-star on her chest and knows to whom it now belongs. Arwen recognizes in Frodo the mingling of joy with sorrow entailed by a choice that is also fate and cannot be undone, a path set for her when Aragon gazed upon her in the forests near Rivendell and when Frodo in the House of Elrond had agreed to be Ring-bearer. Tolkien implies that in love immortality surrenders to mortality but with paradoxical implications: “A gift I will give you,” she says already knowing that Frodo will leave someday for the Grey Havens. “For I am the daughter of Elrond. I shall not go with him now when he

departs to the Havens: for mine is the choice of Luthien, and as she so have I chosen, both the sweet and the bitter” (952; Ch. 6).

In *Beren and Luthien*, Tolkien implies that we are fatefully shaped by what we love. In *The Tale of Tinuviel* Beren follows behind Tinuviel’s dance, her form a kind of wispy white cloud that catches the pale glow of the moonlight. When she buries herself under a flower, Beren reaches into a pile of fallen leaves beneath the flower and touches Tinuviel’s shoulder. She shoots away, easily eluding him. But he re-doubles his pace so as not to lose sight of her. Tolkien wants love to be seen from afar but not grasped or captured—only pursued: “The tender touch of her arm made Beren yet more eager than before to find her, and he followed swiftly [...]” (43).

In this tale, Tolkien presents romantic love as part of a larger struggle between good and evil. Here, the villainous Telvido, Prince of Cats, takes the gnome Beren prisoner and makes him a slave in his kitchen. Meanwhile, Tinuviel, in a tree house covered in leaves (where her father hoped to hide her and keep her from Beren), anoints her hair with wine and water (the latter drawn at midnight from a stream and borne to her in a silver bowl, the former brought to her at noon in a golden pitcher). As she washes her hair, she sings a magic song that causes her hair to grow to what seems like infinite length. She weaves a dark cloak from the hair. The cloak casts a spell on those who approach her, lulling them, subduing them, and making them sleepy. She also uses the hair to let herself down from the tree.

Love is a form of courage in Tolkien’s world. Clad in her cloak, Tinuviel befriends the cat at Telvido’s threshold. She strokes the doorkeeper’s head exactly as if he were a pet cat. He purrs and lets her ride upon his back. But Telvido is not so easily won over. She must persuade the Prince of Cats that his rival, Huan, the Captain of the Dogs, lies sick, wounded, and vulnerable in the woods. Telvido insists that she show the way; she folds up her cloak

and puts it away. As they near what seems to be the prostrate form of an ailing Huan, Telvido forgets about Tinuviel.

In Tolkien, from early on, we see that love robs hate of its power and authority. When Telvido comes upon Huan, Telvido discovers the giant dog is quite fit and healthy. Huan trounces the big cat and bears him to the ground, but Telvido slips through his grasp into the branches of a tree. Undeterred, Huan insists that Telvido give up his golden crown, which he eventually hands down to Huan who in turn assigns it to Tinuviel. That crown empowers her to return to the castle and set Beren free.

The ESSAY maintains the POWERPOINT COMPARISON but adds more material. At the bare minimum, we need an introductory paragraph and conclusion. The introductory paragraph sets forth some of the TOPIC IDEAS and INSIGHTS we will encounter in the body paragraphs. This first paragraph should also anticipate a key scene or scenario (maybe two) that you will describe with more length in the body paragraphs. This initial paragraph ends on the overall THESIS that pertains to both works. THE ESSAY also ends with a four to five sentence conclusion that goes back to one of your descriptions and further develops some aspect—some detail—and then ends with a restatement of your THESIS. It can be a little different or more refined.

The ESSAY should have MORE body paragraphs than those provided by the PowerPoint. They should work the same way: TOPIC IDEA (and perhaps brief summary to set up the description that follows), DESCRIPTION, and before a quote bring in an INSIGHT. NOT EVERY PARAGRAPH MUST HAVE A QUOTE. PARAGRAPHS CAN HAVE MORE THAN ONE QUOTE, BUT THE PATTERN REMAINS: Topic idea (brief summary if necessary), description, insight, and then the quote.

The ESSAY may bring in other materials than what we have in LOTR. The COMPANION book should be a part of this essay and receive attention that includes quotes. The ESSAY should have a Works Cited.

See the Purdue Owl for in-body citing and Works Cited.

The FINAL is a significant expansion of EITHER the PowerPoint or the Essay. In that case, the PowerPoint would need a Works Cited as well.

For the ESSAY as FINAL PROJECT, students can bring in related sources, either other works by Tolkien or works by other authors as they pertain to LOTR and your companion source. Finally, the ESSAY is a great opportunity to draw on secondary sources like scholarly books or articles.

For the PowerPoint as FINAL PROJECT, students can bring in related works by Tolkien or other authors as they pertain to LOTR while maintaining the aesthetic element. The PowerPoint as FINAL PROJECT is also free to use secondary sources but the aesthetic element remains important in their presentation.

Tentative Daily Schedule & Due Dates for the Drop Box

August 24-28 Week 1

Reading LOTR

The Fellowship of the Ring LOTR Book 1. Chs. 1-12 (pp. 21-209).

D2L DISCUSSION FORUM TOPIC THINKING THREAD 1

August 31 –September 4

The Fellowship of the Ring LOTR Book 2 Chs. 1-10 (pp. 213-398).

D2L DISCUSSION FORUM TOPIC THINKING THREAD 1

September 7-11 [September 7 Labor Day Holiday]

The Two Towers LOTR Book 3 Chs. 1-11 (pp. 403-586)

D2L DISCUSSION FORUM TOPIC THINKING THREAD 2

Sept 14-18

The Two Towers LOTR Book 4 Chs. 1-10 (pp. 589-725)

D2L DISCUSSION FORUM TOPIC THINKING THREAD 2

September 21-25

The Return of the King LOTR Book 5 Chs. 1-10 (pp. 731-874)

D2L DISCUSSION FORUM TOPIC THINKING THREAD 3

September 28-October 2

The Return of the King LOTR Book 6 Chs. 1-9 (pp. 877-1008);

Arwen and Aragon, Appendix A.v. (pp. 1032-38)

Appendix E Writing and Spelling (pp. 1087-1100)

D2L DISCUSSION FORUM TOPIC THINKING THREAD 3

October 5-9

D2L DISCUSSION FORUM TOPIC & your THREAD for PowerPoint

October 12-16

D2L DISCUSSION FORUM TOPIC & your THREAD for PowerPoint

October 19-23 DUE DATE

The drop box for PowerPoint 1 opens 12 AM Friday morning October 23 and closes 11 PM Monday night October 26.

October 26-30

D2L DISCUSSION FORUM TOPIC & your THREAD for Essay.

November 2-6 DUE DATE [NOTE: Requires Works Cited. See Purdue Owl.]

The drop box for the Essay opens 12 AM Friday morning November 6 and closes 11 PM Monday night November 9.

November 9-13

D2L DISCUSSION FORUM TOPIC & your THREAD for FINAL PROJECT (PowerPoint or Essay)

November 16-20

D2L DISCUSSION FORUM TOPIC & your THREAD for FINAL PROJECT (PowerPoint or Essay)

November 23-27 [THANKSGIVING HOLIDAY November 25-27]

D2L DISCUSSION FORUM TOPIC & your THREAD for FINAL PROJECT (PowerPoint or Essay)

Nov 30-Dec 4 DUE DATE (requires Works Cited; model will be provided in D2L)

The drop box for FINAL PROJECT (PowerPoint OR Essay) opens 12 AM Friday December 4 and closes 11 PM Monday night December 7. (Note: Provide Works Cited for FINAL PROJECT, either PowerPoint or Essay)

Plagiarism

Any use of a non-documented source as if it were a student's original work is academic dishonesty. The grade will be a "0" (no points) for the assignment and the student can no longer attend the course. If early enough in the semester, the student can bring the instructor a withdrawal slip for a penalty-free W. Otherwise the semester grade must be an F.

Language too close to source

Students sometimes borrow the phrasing of the play or their scholarly sources as if it were their own. Students certainly can use key words from their sources, but they must use their own phrasing—not the source's.

Attendance

I do not penalize anyone for attendance issues because this is an online course. I do not muster students for daily attendance. However, the registrar requires that I submit attendance for 4th day and 12th day. In that case, I go by the class list on D2L. It indicates whether you have visited our class on D2L. If you have, I will not mark you absent for 4th day. If you have visited our class after the 4th day, I will not mark you absent for 12th day. I am not sure what the registrar will require thereafter. I may be required to also submit

attendance for FIRST day. If that's the case, I will still go by class list which indicates if you visited our class on D2L the first day.

Submission of work by SPECIAL ACCESS

Students who miss the opening and closing of the drop box are penalized 10 points. I will grant them SPECIAL ACCESS. If you have not been granted that SPECIAL ACCESS, email me and remind me to do so.

Students with disabilities

The Americans with Disabilities Act (ADA) guarantees reasonable accommodation. If you believe you have a disability requiring an accommodation, please contact the Disability Support Services in Room 168 of the Clark Student Center, 397-4140.

ENGL 4613 Power Point Rubric

CRITERION	EXCELLENT (96-100)	GOOD (86)	SATISFACTORY (76)	PASSING (66)	FAILING (50)
Purpose TOPIC IDEAS	Remarkable, exceptional in most respects.	Dynamic in some important respect.	Topic ideas start paragraphs; may include brief summary; may also be headings.	The overall idea is problematic.	No overall idea at the beginning.
INSIGHTS	Remarkable, exceptional in most respects.	Dynamic in some important respect.	Insights come after description; they come just before a quote.	Insights are problematic.	Insights are missing.
Development DESCRIPTION With specific "sensory" details that capture what we are seeing and hearing in the movie.	Remarkable, exceptional in most respects.	Dynamic in some important respect.	Description comes after topic idea and just before an insight.	Entry lacks adequate development with details.	Description is missing.
Quotes Quotes come from LOTR & other sources, including companion book.	Remarkable, exceptional in most respects.	Dynamic in some important respect.	Student provides relevant quotes.	Use of quotes is problematic.	Makes no use of quotes
READABILITY & FORMAT & CREATIVITY The document features effective phrasing and word-choice. The PowerPoint is effective aesthetically. Follows directions.	Remarkable, exceptional in most respects.	Dynamic in some respect.	Phrasing and word choice are mostly clear; format is mostly correct; the aesthetic is effective.	Phrasing, format, or aesthetic may be problematic.	Phrasing and format hinder comprehension; the PowerPoint does not provide scenes from either movie.
Comments:					

ENGL 4613 Essay Rubric

CRITERION	EXCELLENT (96-100)	GOOD (86)	SATISFACTORY (76)	PASSING (66)	FAILING (50)
Purpose Provides INTRO paragraph & conclusion ; provides TOPIC IDEAS	Remarkable, exceptional in most respects.	Dynamic in some important respect.	Topic ideas start paragraphs; may include brief summary; intro. paragraph and conclusion.	The overall idea is problematic.	No overall idea at the beginning.
INSIGHTS: just before quotes; also, as explanations of scholarly ideas.	Remarkable, exceptional in most respects.	Dynamic in some important respect.	Insights come after description; they come just before a quote; also, explains scholarly ideas.	Insights are problematic.	Insights are missing.
Development DESCRIPTION With specific “sensory” details that capture what we are seeing and hearing in the movie.	Remarkable, exceptional in most respects.	Dynamic in some important respect.	Description comes after topic idea and just before an insight.	Entry lacks adequate development with details.	Description is missing.
Quotes Quotes come from LOTR & other sources, including companion book; quotes can come from related authors and scholarly sources.	Remarkable, exceptional in most respects.	Dynamic in some important respect.	Student provides relevant quotes.	Use of quotes is problematic.	Makes no use of quotes
READABILITY & FORMAT The document features effective phrasing and word-choice. Follows directions.	Remarkable, exceptional in most respects.	Dynamic in some respect.	Phrasing and word choice are mostly clear; format is mostly correct.	Phrasing or format are problematic.	Phrasing and format hinder comprehension.
Comments:					