

Survey of English Literature
English 2813 – Fall 2022

Midwestern State University
Dual Credit with Founders Classical Academy Lewisville

Instructor: Dr. Michael D Terranova
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Important Dates:

August 28 – Classes Begin
October 30 – Last day to withdraw with a “W”. Withdrawal after this date receives an “F”.
December 8 – Last Day of Classes

Course Description: A survey of English literature from its seventh century beginnings through the neoclassical era. Emphasis is on the works of principal authors as they reflect literary and historical backgrounds.

The purpose of this course is to engage students with the plays, poems, and novels of English literature from the Anglo-Saxon through Neoclassical periods. Students will develop skills of close reading and criticism, analyzing these works for form (literary genre and convention) and content (themes and ideas).

Prerequisites: None

Course Objectives

- Write thoughtful “argument” styled essays in support of a point that answers the question of a prompt.
- **Write a paper five-to-six pages long that addresses our primary texts with relevant secondary sources. The paper addresses the significance of a text in regard to its historical context and what it means to be a person in western culture.**
- Develop and demonstrate a thoughtful appreciation for the diction, syntax, and themes of each assigned work of literature.

Required Texts (all texts are supplied by the teacher):

- *Gawain and the Green Knight*, translated by J.R.R. Tolkien (ISBN 0345277600)
- *Beowulf*, translated by Seamus Heaney (ISBN 0393320979)
- Selections from *Canterbury Tales* by Geoffrey Chaucer (provided by professor)
- *Hamlet* by William Shakespeare (ISBN 074347712X)
- John Donne – selected poems

Assignments and Grade Distribution:

- 20% Weekly Short Writing, Study Questions, & Participation
 - Students will answer frequent study questions aimed at helping them develop critical reading skills.
 - Students will write weekly one-page essays in class reflecting on the week’s reading and discussion. These will build towards the longer essays.
- 25% Seminar
 - Seminars will be held one or two times a week. Questions will be posed in advance, and students will be expected to prepare thoroughly to lead a discussion for the duration of the class.
- 40% Tests & essays

- Two unit tests: Tests generally consist of a section of quotation identification and short-answer questions (one sentence), a section of medium-answer questions (approx. three sentences), and a longer essay. Some exams ("essay exams") may consist of a series of short essays.
- Essays will require students to posit and develop a significant thesis about the text. Prior to starting an essay, students will need to have their theses approved by the instructor, and will turn in outlines and rough drafts to aid them in crafting a full, thoughtful argument. Essays will conform to the MLA style guide. Assignment sheets for the following assignments will be handed out during the semester and are considered an extension of this syllabus.
- **Final Research Paper:** The TYPED out-of-class PAPER is about five or six pages. Sources must be acknowledged by MLA in-body citing and Works Cited. Students will interpret English texts from the medieval (10th through the 15th century), and early modern (16th through 18th century) periods in regard to the religious, social, philosophical, and political controversies of their times. Students will express those ideas dynamically and thoughtfully from the standpoint of a cultural criticism model. Their synthesis should be original and dynamically their own but also express a profound insight into the significance of a text in regard to the historical development of ethics, human rights, religion, courtship, marriage, political ideology, gender, class, and, in general, what it means to be a person in western culture.

A more specific prompt will be given further into the semester.

- 10% Quizzes
 - Students will be given brief, frequent quizzes over the daily reading homework and the literary conventions and forms discussed. Quizzes will often include quotation identification questions.
- 5% Memorization
 - Students will memorize several poems and recite them from memory for a grade.

Quality of Work

All assignments (homework, classwork, tests, and papers) must be neat and legible. Ripped, torn, or scribbled-on paper will not be accepted. Paper torn out of a spiral notebook is not acceptable. Lined notebook paper/loose-leaf paper is required for all upper school assignments unless specifically directed by the teacher.

All written work needs to reflect the fundamentals of correct English grammar and syntax. In this class, any writing assignment with more than three discrete occurrences of the following errors may be returned ungraded:

1. Basic spelling errors (for example, if you misspell "where" or confuse "which" and "witch" or misspell the author's name)
2. Capitalization errors (for example, not capitalizing the beginnings of sentences, proper names, or the titles of books, or your own name)
3. Sentence fragments
4. Comma splices and run-on sentences. Make sure independent clauses are joined by BOTH a comma and an appropriate FANBOYS. (Accomplished writers get to break these rules; you don't.)

Students may revise the assignment by the next school day for a 20% reduction in the earned grade. If the assignment is not revised, it will receive a zero. Please note that if you are new to the school and have not had solid writing instruction, please come and see me, and I will be very happy to work with you. I want you to learn and succeed. The goal is to motivate you towards excellence, not to punish you for what you have not learned and practiced.

Late Work and Absences

Students are expected to complete and turn in assignments in good order and on time. Late work will be penalized 10% per day late. Work more than 2 days late will receive a grade of zero. Major assignments with test weighting (final drafts of essays would be the primary qualifying assignment) will be penalized 20% for each day late and will only be accepted on the next two school days. Regarding valid absences, students will be allowed one extra day for each day missed to turn in work that was assigned while absent (for example, if a student is absent two days, the relevant work will be due two days after he or she returns). Absences may not extend deadlines of work assigned when the student was present—such work is due on the day the student returns to school. For the list of valid absences, see the campus handbook.

If a student is absent, it is always his or her responsibility to determine what was assigned by checking Skyward and/or getting the assignment from a responsible classmate. The absent student is also responsible for obtaining notes from fellow classmates. The student should also check with the teacher in case an in-class assignment needs to be made up.

Academic Dishonesty

Academic dishonesty, cheating and plagiarism will not be tolerated. Cheating takes place when a student copies the work of another, allows someone to copy his or her own work, or when he or she uses unauthorized aids during assignments or assessments. Plagiarism occurs when a person uses someone else's words or ideas and presents them as one's own (typically on an essay or paper). Student cheating or plagiarism will result in short term consequences, a grade penalty, a meeting with parents, and a discipline consequence. Academic dishonesty will also have long term consequences related to virtue, vice, habit, and destiny. Earning a lower score on an assignment or test is preferable to degrading one's character. Refer to page five of the campus handbook for details about academic dishonesty. Turnitin.com or other software or websites may be used to check papers for plagiarism.

Nota bene, unless specifically given permission, students may not work together on a written assignment.

Extra Credit and Extensions

There will be no extra credit given to compensate for negligence. If a student needs an extension or help completing an assignment, he or she needs to request it **in advance via email so that there is a record of the request**. A signed note from a parent or doctor may also gain an extension.

Email Policy: I will respond to student emails in 1 to 2 business days. I may not respond to emails after 5pm or on weekends.

Disability Support Policy Statement: 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, (940) 397-4140.

Course Overview:

Week 1-3: *Gawain and the Green Knight*

- Week 1
 - GGK Fitts 1-52
- Week 2
 - GGK Fitts 53-64
- Week 3
 - GGK Fitts 65-101 (finish poem)

Week 4: *Introduction to Anglo-Saxon Literature*

- Essay on GGK due
- Select Anglo-Saxon poems & Genesis

Week 5-8: *Beowulf*

- Week 5:
 - *Beowulf*, 1-1214
- Week 6:
 - *Beowulf*, 1215-2390
- Week 7:
 - *Beowulf*, 2391-end

Week 8-11: selections from the *Canterbury Tales*

- Week 8:
 - Essay on *Beowulf* due
 - CT “General Prologue”
- Week 9:
 - Midterm test
 - “Wife of Bath’s Prologue & Tale”
- Week 10:
 - “Nun’s Priest’s Tale”
- Week 11:
 - Essay on *The Canterbury Tales* due

Week 12-14: *Hamlet*

- Week 12:
 - Act I-II.391
- Week 13:
 - Finish Act II, read Act III
- Week 14:
 - Act IV - V

Week 15: *John Donne*

- Readings and Seminar

English 2813 Research Project Rubric

CRITERION*	EXCELLENT	GOOD	SATISFACTORY	POOR	FAILING
<p>Context (<i>Social responsibility</i>) Does the essay establish connections between contemporary society and early literary traditions? Does the essay discuss how the primary texts demonstrate not just the respective aesthetic concerns of the author(s), but civic and social engagement as well? In other words, does the essay adequately address a concern of perennial importance, valuable both for the author and for contemporary society?</p>					
<p>(<i>Personal Responsibility</i>) Does the essay name and evaluate how social, cultural, and/or political ideologies informed authors' ethical perspectives as expressed through published writings? In other words, does the essay discuss adequately the author's social, cultural and/or political ideas?</p>					
<p>Content Development (<i>Critical Thinking Skills</i>) Does the essay present a clear position and provide a thorough analysis of the issue/problem?</p>					
<p>Genre and Disciplinary Conventions (<i>Communication Skills</i>) Structure Does the essay assert a position with a thesis statement placed at the end of the introduction? Does the essay provide body paragraphs that focus on one idea and support it with several examples and details? Does the essay present an organized discussion?</p>					
<p>Documentation: Does the essay follow MLA for in-text citations and the Works Cited page? Does the essay use sources in ethical and contextually appropriate ways?</p>					
<p>Sources and Evidence (<i>Communication Skills</i>) Does the essay provide specific examples and/or explanation?</p>					
<p>Control of Syntax and Mechanics (<i>Communication Skills</i>) Is it stylistically appropriate for an academic reader? Does the essay demonstrate proficiency in standard written English?</p>					
Additional comments on back of page					

Adapted from the *Critical Thinking, Written Communication, Ethical Decision-Making, and Civic Engagement Value Rubrics* published by Association of American Colleges and Universities (AACU).