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English 2121—British Literature I
CRN 85458, Section 02—TR 1:30-2:45 PM

Course Content: This is a survey of British literature from the Anglo-Saxon period to the eighteenth century. Our reading and discussion will give some attention to biographical issues and the historical context of the works, but the primary focus will be on the works themselves. Poetry and drama will be the genres most frequently explored, but there will be some examination of prose fiction and non-fiction prose. We will examine Old, Middle, and Modern English literature, although all Old English texts and some Middle English texts will be in translation. Three credit hours.

Outcomes:

- Students will become familiar with a representative body of major early British literature.
- Students will considerably improve skills in reading and understanding literature.
- Students will considerably improve skills in discussing and writing about literature.

Required Text*:

The Norton Anthology of English Literature, 8th edition, vol. 1

One good-quality spiral notebook, not substantially smaller or larger than 6.75" x 9.5"

*All students are expected to have their books from the start of the semester, to bring the appropriate books to each class meeting, and to have books out and ready at the start of class. Students arriving to class without books will be dismissed and considered absent for the day.

Attendance and Requirements: I expect everyone to be present and on time for each class meeting. Being on time means being seated and ready for the session a few minutes before class formally begins. I hope that your interest in this course and in your own education will draw you to class each time, but students who accumulate excessive absences will find their final mark adversely affected. Accumulating absences means missing participation points, quiz grades, and exam preparation. I do not distinguish between excused and unexcused absences, and students who are absent are responsible for all missed work and information distributed during class.

Tardiness and early departure are generally discourteous and distracting. Students who are habitually tardy or who are disruptive coming in late will be respectfully asked to correct the behavior, and I expect respectful compliance. Students exhibiting habitual and/or disruptive tardiness risk dismissal from class and loss of participation points. If on some rare occasion you must leave early, please do so in a polite manner; the same goes for if you are late arriving to class on some rare occasion. If your schedule and/or habits of mind and body do not permit you to make it to class on time and stay for the full session, see "Personal Problems" below and consider dropping the course. If your circumstances are special, please bring this to my attention so that we avoid any misunderstandings and you receive appropriate accommodations (see "Special Needs" below).

Student Conduct: As a Clayton State University student and as a student in this class, it is your responsibility to read, understand, and abide by the Student Code of Conduct, outlined in the Clayton State University Catalog as "Basic Undergraduate Student Responsibilities" at <http://a-s.clayton.edu/BasicUndergraduateStudentResponsibilities.htm>.

Classroom Deportment*: Our classroom should be a polite, intellectually stimulating, adult setting, so:

- I expect all students to behave responsibly and respectfully toward me and toward one another. I will not tolerate aggressive, rude, juvenile, or similarly trying behavior (including but not limited to context-inappropriate socializing, ostentatious displays of inattention or disregard, and the wearing of dress or accessories that inhibit eye contact and normal communication) in the classroom. I will respectfully ask students exhibiting such behavior to adjust themselves accordingly, and I expect any such request to be met with prompt and respectful compliance. Repeatedly or outrageously disruptive

students will be dismissed from class and referred to the appropriate campus office (e.g., counseling, the police, etc.).

- All telephones and communications or entertainment devices must be turned off and put away before you enter the classroom and should remain turned off and put away during class time. If you must have a phone on or out for some special reason, I expect prior notification. I will respectfully ask any student with such devices on or out to turn them off and put them away; I expect any such request to be met with prompt and respectful compliance. If you wish to record the class with an appropriate device, that's something different: just ask me.
- Computers are to be turned off and stored away from the time you enter the classroom and remain turned off and stored away unless I indicate otherwise. As with telephones and entertainment devices, there should be no time when your computer is out or on during class unless we are using computers to complete an assignment. The conditions and expectations regarding telephones and entertainment devices apply here.
- Eating and drinking in class, provided that there are no posted prohibitions in the classroom itself, should be neat, discreet, and respectful of others. Please do not plan to eat meals in class and avoid foods which create a distraction (e.g., hot food, messy food, food in noisy bags). The conditions and expectations for appropriate classroom behavior apply here.

*These few rules are neither inhumane nor hard to follow: please do not cause me to waste class time addressing behavior problems; given cause, I will address such issues directly for the good of the class. Reasonable suggestions as to how we might improve the classroom environment will be appreciated and given serious consideration.

Communication: For your convenience, I have noted my e-mail address and campus telephone number in the heading of this syllabus. If you need to e-mail me for any reason, please use your Clayton State University e-mail account and put your name in the subject line. Please ensure that your communications are polite and that you state your question, observation, or concern in clear and correct language to the best of your ability. I will show this same respect in writing to you and will endeavor to respond in a timely manner. The same basic idea applies to voice mail; however, I do prefer e-mail to voice mail, I check e-mail much more frequently, and you will likely get a faster response to e-mail than to voice mail. Please know the limits of e-mail and voice mail: find me at my office hours or schedule an appointment if you need extensive help or want to have a conference; further, please do not e-mail me about grades—see me in person.

Office Hours: I offer regular office hours on campus for your convenience, and I encourage you to consult me during those hours if you are in need of assistance in the course or want to have a conference about a specific, course-related issue or discuss your grade. If you need help, please don't wait until things are really bad before you come to see me, since problems are best solved early on. As with my e-mail and voice mail, I have noted my office location and office hours in the heading of this syllabus. You may either make an appointment with me or just stop by during my posted hours. Please do not be afraid to approach me: I am here to help you.

Special Needs: If you have a documented disability or special needs and require any assistance, please do not hesitate to speak with me as soon as possible. All information will be kept confidential. Students who suspect they have a disability that has not been documented or sufficiently accommodated for should contact the Disability Services Coordinator, Student Center 214, 678-466-5445, disabilityservices@clayton.edu.

Personal Problems: Please remember that your professors are primarily responsible for helping you master specific subject matter within certain legal, professional, and ethical guidelines. If you are experiencing personal problems—including intellectual or social frustrations and/or attitude problems—and need help, there is a counseling service available on campus in addition to various offices addressing health and public safety. These services are for your benefit and are freely available to you and confidential. Counseling Services is located in 245 Student Center and can be reached by phone at 678-466-5406.

Academic Dishonesty: In accordance with University policy, academic dishonesty will not be tolerated. All students are expected to understand and avoid plagiarism. Briefly stated, plagiarism involves copying another person's words or ideas without citing the source through appropriate documentation. Cheating includes such practices as having your eyes on someone else's exam paper, intentionally deceptive behavior related to quizzes or any other assignment, or other forms of socially and ethically incorrect and/or parasitic academic performance.

Students caught cheating or plagiarizing will fail the course and risk further disciplinary consequences at the University level. Please see the Student Code of Conduct for further information: <http://adminsivices.clayton.edu/judicial/>. If you do not understand an assignment or feel incapable of adequate performance on an assignment or examination, seek legitimate academic support through me or through the Center for Academic Success.

Graded Work*:	Reading Quizzes and Occasional Homework	20%
	Reading Journal	20%
	Two Examinations (short essay)	50%
	Classroom Participation	10%

*These course components are described below and will be explained in further detail in class.

The Course Text: *The Norton Anthology of English Literature* contains excellent editions of the literature under consideration in addition to helpful marginal notes and footnotes. In addition to these features, the text offers clearly written and useful introductions to the literature. Please take note of your book's apparatus and learn to use its features to read more efficiently and effectively.

Quizzes: Daily quizzes are designed to improve your reading comprehension and inspire you to read closely. Many of our readings are quite challenging: the daily quiz will encourage you to prepare thoroughly and more fully enjoy the readings. The quiz—combined with your participation—forms the backbone of the course.

Reading Journal: For each reading or group of readings listed in the Schedule of Assignments, you are expected to offer a reflective journal entry in your notebook. Journal entries should be one full page at minimum, two full pages as an ideal, and three full pages at maximum. Entries should be semi-formal, thoughtful, and neat. Your journal entries represent your immediate and personal thoughts about each reading assignment and will help prepare you for each class discussion, quiz, and examination. Journal entries must be completed before each class.

Essay Format (where applicable): All formal written assignments are to be word-processed—double spaced with one-inch margins and a standard 12pt Times New Roman or similar typeface—and presented as a quality printout on standard white copy paper. All cited material must be presented in MLA style with parenthetical references and a list of Works Cited. Document formatting is discussed at length in Diana Hacker's *A Writer's Reference*, fifth edition, pp. 368-77. Papers must be stapled in the top left corner (MLA recommends a paper clip, but I prefer a staple) and submitted without additional folders, report covers, or other fancy trappings. I do not accept essays sent through e-mail.

Examinations: Exams will be in short essay form and will require that you identify and offer thorough discussion of several representative passages from our reading units. This activity presents you with an opportunity to demonstrate in writing your capacity for comprehension and interpretation of complex literature.

Participation: I expect each student to contribute actively to the course in his or her own positive way. This does not necessarily mean speaking up frequently, although speaking up frequently might be your particular manner of participating. It is entirely possible to get full participation credit through quiet contributions as well. Remember: even basic, well-intended questions are an important form of participation; no well-intended question is a dumb question. Please be aware, too, that there is a difference between consistent and lively participation and monopolizing the conversation. The main goal for participation is to contribute positively to the group and to exhibit some curiosity and enthusiasm.

Study Guides: Much of our reading for this course will be challenging, and you may sometimes wish to consult library texts and online study guides for help. But remember that reading a discussion of a work of literature or notes to a work of literature is not a substitute for reading the literature itself. In general, study guides alone will not provide sufficient preparation for classroom discussion and graded assignments. Further, the most common form of academic dishonesty I encounter is plagiarism, and there is almost always a study guide involved in such cases. Finally, the experience of reading a study guide is in no way comparable to the experience of reading great literature.

Late Work: Generally speaking, I do not accept late work. If your situation is exceptional, persuade me in advance, not on the day the work is due. In the rare cases that I do accept late work, I reserve the right to drop a letter grade for each day the work is late. There will be no make-ups for missed or failed quizzes.

Midterm Grades: Midterm grades will be posted for all students before the midterm date noted on the University Calendar. Midterm marks will represent performance on approximately 40% of the total course requirements.

Disclaimer: There may be minor revisions to this syllabus over the course of the semester. Any changes will be announced in class and given with reasonable notice.

Schedule of Assignments

August 21	Introduction to the course.	23	Drama on film.
23	Read <i>Beowulf</i> (Norton 29-61).	25	Read Donne (Norton 1260-72; 1295-99) and Jonson (Norton 1324-6; 1427-33; 1436; 1443-4).
28	Continue <i>Beowulf</i> (Norton 61-100).		
30	Read Chaucer, Introduction to <i>The Canterbury Tales</i> and <i>The General Prologue</i> (Norton 216-18).	30	Read Lady Mary Wroth, from <i>Pamphilia to Amphilanthus</i> (Norton 1451-3; 1457-61).
		November 1	Read Herbert (Norton 1605-13; 1618-25).
September 4	Faculty Planning Day—Class will not meet.		
6	Read Chaucer, <i>The Miller's Prologue and Tale</i> (Norton 239-55).	6	Read Herrick (Norton 1653-66).
		8	Read Milton, from <i>Paradise Lost</i> (Norton 1831-50).
11	Read Chaucer, <i>The Nun's Priest's Tale</i> (Norton 298-312).	13	Read Milton, from <i>Paradise Lost</i> (Norton 1850-72).
13	Read <i>Everyman</i> (Norton 463-84).	15	Read Milton, from <i>Paradise Lost</i> (Norton 1887-1908).
18	Read poetry from Wyatt and Surrey (Norton 592-601; 607-14).		
20	I will be traveling—Class will not meet.	20	Read Milton, from <i>Paradise Lost</i> (Norton 1960-98).
25	Read poems and prose from Sir Walter Raleigh (Norton 917-23) and Elizabeth I (Norton 687-8; 695-700).	22	Thanksgiving Break—Class will not meet.
27	Read Sidney, from <i>Astrophil and Stella</i> (Norton 947-8; 975-92).	27	Read Behn, <i>Oroonoko</i> (Norton 2178-80; 2183-2200).
		29	Read Behn, <i>Oroonoko</i> (Norton 2178-80; 2200-2226) and Locke (Norton 2829-31).
October 2	Read Shakespeare, <i>Sonnets</i> (Norton 1058-77).		
4	Review for First Examination.	December 4	Read Johnson (Norton 2849-50) and Equiano (Norton 2850-59).
9	First Examination. Journal Check (bring journals).	6	Last Day of Class. Review for Final Examination.
11	Read Shakespeare, <i>Twelfth Night</i> (Norton 1077-1108). [I may have to travel—we'll adjust if necessary.]		
16	Read Shakespeare, <i>Twelfth Night</i> (Norton 1108-39).	December 10-15	—Finals Week.
18	Drama on film.		