

DOMINIQUE A. BRUNO

ENGLISH 261: BRITISH LITERATURE AND CULTURE I

SPRING 2014

MONDAY, WEDNESDAY, AND FRIDAY 11:30AM-12:20PM

CLARK HALL: ROOM 312

OFFICE: COLSON HALL: ROOM G07

OFFICE HOURS: M/W/F - 12:30PM-1:20PM (and by appointment)

EMAIL: dbruno@mix.wvu.edu

PHONE: (304)-293-3107 (messages only)

Required Textbooks: *The Longman Anthology of British Literature*, Fourth Edition, Volumes 1A, 1B, and 1C ISBN-13: 9780205693337, as well as selected texts available on our eCampus page, and films available via iTunes. Hard copies of course texts are available at the WVU Bookstore. *You will be expected to read the assignment before class, and to bring the relevant volume to class, since we will often be analyzing text in detail during class time.*

GEC Objectives: English 261 fulfills the General Education Curriculum (GEC) requirements for -

Objective 3 (The Past and Its Traditions: Apply knowledge, methods and principles of inquiry to understanding the past) and *Objective 5* (Artistic Expression: Apply methods and principles of critical inquiry to the analysis of literary or artistic expression). English 261 fulfills requirements for the English major and minor.

English Major Goals:

Upon completing a B.A. in English, a student should be able to:

1. Interpret texts within diverse literary, cultural, and historical contexts.
2. Demonstrate a general knowledge of the social and structural aspects of the English language.
3. Demonstrate a range of contextually effective writing strategies.

Four aspects of Goal 1 are especially important. A student should be able to:

- Identify genre conventions and analyze their effects
- Identify and analyze effects of complexity or ambiguity
- Locate texts in social, economic, political, and literary history
- Connect a text to other literary or cultural texts

Not all English courses will address all three goals; some will focus particularly on one goal. However, the English major curriculum as a whole will provide multiple opportunities to address all of the goals. English 261 is particularly concerned with Goal 1. Interpret texts within diverse literary, cultural, and historical contexts, and sub-goal 3: Locate texts in social, economic, political, and literary history.

Course Objectives:

- To introduce students to the genres and modes of early and early modern British literature.

- To study early and early modern British literature in the context of its history and culture.
- To introduce critical methodologies to guide students through literary and cultural texts.
- To provide practice in critical thinking and writing about literature.

Expected Learning Outcomes:

At the end of this course, students should be able to:

- Identify and analyze the primary modes of comedy, tragedy, satire, and romance.
- Identify and analyze a variety of literary genres, including epic, drama, sonnet, and novel.
- Develop a thesis about a literary text, and support that thesis with textual evidence.
- Analyze literary evidence in detail, paying attention to rhetoric, tone, characterization, and theme.
- Locate a text in social, economic, political, and/or literary history.
- Recognize and develop multiple analyses for a single literary text.
- Analyze a text in light of other literary and/or cultural texts.

Written Course Requirements:

Two writing exercises (approximately 3 pages each) daily quizzes, a Midterm Exam, and a Final Exam. Both exams will have take-home-essay portions.

You will be expected to keep up with the course readings, think and write about course texts, attend and participate in class, and check your e-mail and the class Twitter account daily. Please bring the correct edition and volume of the textbook to class every day, unless I indicate otherwise. I strongly suggest also having a folder and notebook with loose-leaf pages in it as well. Keep all materials for this course (quizzes, exams, etc.) until the course is over. You are also required to have an active, public Twitter account for use in this course. (You can come up with a new Twitter-name/handle if you don't want to share your personal account with the class). As with any class at this university, you should also have access to your MIX account and eCampus on a daily basis.

Recommended Preparation:

English 101 and English 102 (or equivalents) are not prerequisites but will better prepare you for success in English 261. I strongly dissuade you from taking this course unless you have completed, or are currently completing, English 102.

Office and Email Hours:

My office hours are 12:30-1:20PM M/W/F in Colson Hall Room G07 (right after this class). You may drop in during these times or make an appointment with me to address any questions or discuss your progress in the course. I'm happy to talk with you via email as well; during the week I usually respond within 24 hours. You should not expect a response from 8pm to 9am. I cannot discuss grades via email; if you have questions about your grade please visit my office. I will communicate

important course information to you via e-mail; you are responsible for checking your e-mail on a daily basis and coming to class prepared.

Attendance:

You are allowed up to three absences for the semester without penalty. Each subsequent absence will reduce your final course grade by one letter grade (An "A" becomes a "B," etc.). If you accumulate more than seven absences you will automatically fail the course. There are no excused absences (this includes illness, family issues, transportation challenges, athletics, extracurricular activities, weather, etc.). Plan for the unexpected and use your absences wisely! We are always doing something in class, so if you miss class, you miss important, necessary material; obtain notes, handouts, and information from a classmate. (Students can contact one another using the "Courses" tab in MIX.) If you are going to be absent the day an assignment is due, you must turn it in prior to the class meeting time or it will not be accepted (or in the case of SCRs will incur a late penalty). Students who are registered for the course but do not attend during the first two weeks of the semester will automatically receive an "F" in the course. Students who wish to withdrawal from the course must do so on their own using the STAR system.

Participation (5%):

Participation includes coming to class prepared and on time, bringing all necessary materials, actively taking part in class discussions, asking questions, contributing your knowledge and insights in whatever form is appropriate, and striving to make all your contributions excellent on a daily basis. It also includes doing the reading and writing for each class. I usually employ the Socratic method during class discussions, which means that you should expect to be called on randomly throughout the semester. Your attendance in class assumes that you are prepared for discussion and able to actively contribute to the conversation.

Twitter Posts (5%):

You are required to have an active, public Twitter account for use in this course. (You can come up with a new Twitter-name/handle if you don't want to share your personal account with the class. Follow the class Twitter account Brit-Lit and Culture @ ENGL261S2014. Over the course of the semester, you must post 20 times to the class Twitter account AFTER you have read the homework, and BEFORE we discuss that particular reading in class. Not only will I check off that you have completed your tweets, but you must also post something of substance (not just "I liked *Beowulf*. It was rad.") Mention a key theme you noticed. Talk about a character you liked (or hated). Ask a question, find your favorite quote, whatever you want, as long as it helps to contribute to the class discussion. Expect to be accountable for your tweets in the class as well. This class component is linked to participation.

Quizzes (10%): You should expect a brief quiz once every class period (usually a single discussion question). Quizzes cannot be made up and will not be administered if you arrive five or more minutes late; missed quizzes will be recorded as a zero. Quizzes ensure that you are reading the required material, help

you gauge your reading practices, and help you prepare for exams. (Keep your quizzes!) If you read carefully, you should pass the quiz. If you find that you are having trouble with this aspect of the course, despite reading the assigned materials, come talk to me. We can go over strategies for preparing for quizzes, reading critically, and retaining what you read.

Short Critical Responses (SCRs) (15% each):

Throughout the semester, you must complete two (approximately three-page) SCRs. These short response papers should critically and analytically engage with readings from the current unit. In a course like this, we don't have time to go over all of the nitty gritty aspects of writing, so I expect that you look to this guide for help. Consult this guide often for your SCRs.

SCR Goals and Guidelines:

- Do not use sources outside of English 261 for SCRs; these short essays should be brief close-readings of primary texts.
- Some SCRs have specific prompts. If there is not a prompt, the topic of the SCR is up to you. SCRs should not simply rehash class discussion. Perhaps you compare two separate readings, apply a critical methodology, or explore a theme or motif in a particular text—it is completely up to you.
- Include a clear thesis (see thesis criteria in “Thesis Statements” assignment) in the first paragraph.
- Avoid personal reaction—instead focus on analytical argument.
- Support claims with evidence (quotes) from the primary text(s).
- Use proper MLA citation, including in-text (for quoted, paraphrased, and summarized material) and Works Cited citations.
- Follow the standard of work outlined in the syllabus.
- Display purpose and careful attention to structure and organization.
- Essay is unified; all ideas and sentences relate to the thesis.
- Essay is coherent; paragraphs and sentences flow logically and smoothly into one another.
- Draft is carefully revised and proofread; proper spelling and grammar are utilized.

SCR Organization: For these assignments, your organization should look something like this:

- Introduction: Gains readers' attention and includes thesis statement that clearly articulates your argument.
- Body Paragraphs:
 - I. Topic Sentence: Should begin each paragraph. Topic sentences are often claims that help to support your thesis statement.
 - II. Explanation: A couple of sentences that articulate the details of your argument and/or of the reading in your own words. Any specific ideas should be cited with MLA in-text citations.
 - III. Quotation/Example: You should present evidence to support your argument (from the primary text that you are analyzing, for example).

- IV. Interpretation: This is where you clearly explain how the example/quotation connects to your main point of the paragraph that is articulated in the topic sentence/thesis statement. This is the most important part of an analysis paragraph. Do not assume that your reader will draw the same conclusions that you do. You must explain the connections you are making.
- Conclusion: A brief paragraph that brings everything together.

SCR Grade Descriptors:

- A: Excellent work; the assignment has been completed in a professional and timely manner and meets all of the assignment goals. The assignment has a clear, relevant thesis and organization, chooses compelling evidence to substantiate the analysis, and engages with the subject at hand in a thoughtful and thought-provoking manner. Written work requires no substantive or stylistic revisions.
- B: Good work; the assignment has been completed in a professional and timely manner and meets most of the assignment goals. The assignment has a viable thesis and shows substantial engagement with the subject, but the analysis is partially incomplete, involving weak evidence, or manifests some difficulty with organization. Written work requires substantive revisions, but few or no stylistic ones.
- C: Average work; the assignment has been completed, but not necessarily in a professional or timely manner and fails to meet many of the assignment goals. The analysis is incomplete, includes inappropriate evidence (or a lack of evidence), or shows significant difficulties with organization. Written work requires significant substantive or stylistic revisions.
- D: Less than average work; the assignment has not been completed in a professional or timely manner and neglects most of the assignment goals. The assignment shows lack of engagement with the assignment. Written work lacks analysis, evidence, and organization; extensive substantive and stylistic revisions are needed.
- F: Inadequate work; the assignment has not been completed and/or fails to meet the goals. Work, when submitted, shows a significant lack of thoughtfulness and/or understanding on the part of the student; there is an absence of analysis, evidence, and organization; engagement with the course materials is necessary before extensive revisions are even possible.

Midterm Exam (20%) and Final Exam (30%):

A large portion of the exams will take place in class, but there also will be a take-home portion. The mid-term exam will evaluate students' knowledge and critical thinking skills in relation to texts from Units 1-2 and the final exam may address the entire course. Further details will be provided prior to exams.

Grade Breakdown:

A+ → 100-98 A → 97-94 A - → 93-90

B+ → 89-88 B → 87-84 B - → 83-80

C+ → 79-78 C → 77-74 C - → 73-70

D+ → 69-68 D → 67-64 D - → 63-60

F → less than 60

Course Policies and Procedures:

Standard of Work (Based on MLA Guidelines):

- ❑ Unless instructed otherwise, all work, including daily assignments, must be typed using MLA guidelines: 12 point Times New Roman font, double-spaced, with 1" margins.
 - ❑ All assignments must use the appropriate heading: name, course title, instructor's name, assignment name, date.
 - ❑ Assignments longer than one page must be stapled or clipped together. (And no, I do not carry a stapler.)
 - ❑ Include page numbers and your last name (in the header) on all assignments longer than one page.
 - ❑ Carefully edit and proofread all texts to eliminate problems in grammar, spelling, and punctuation.
- Use spell-check and read your documents aloud so you can hear your prose.
- ❑ Do not fiddle with the physical appearance of an assignment in an attempt to achieve the illusion of length. This assumes that I cannot tell the difference between quantity and quality. A paper that is shorter than the assigned length but presented honestly will earn far more respect.
 - ❑ Documents that do not meet these and other assignment-specific requirements may be dropped as much as one full letter grade. Pay attention to these details when handing in your final drafts. Superficial errors do not signify poor thinking; but they can indicate, for some readers, a lack of precision and nonchalance toward the task.

- ❑ I suggest that you purchase a writing handbook (such as *Easy Writer*) to aid your writing. Such texts offer guidelines and activities to help you with mechanics. The Writing Center is another resource available to you—to help you to brush up on your understanding of basic skills, but also to support you in all aspects of the writing process.

Classroom Behavior:

Our classroom is a community, and I expect professional, courteous behavior. This class will discuss a variety of opinions and ideas that you may or may not agree with or find interesting. Respect everyone and come to class curious, not hostile or indifferent. This is a discussion- driven class and it is important that you are

prepared to speak at any point during the discussion. Treat your classmates as you wish to be treated; for example, try not to interrupt while others are speaking. Failure to observe these policies and those outlined below will result in an "F" in participation for the semester and possible removal from the class session.

Electronics Policy: I welcome the use of electronics (such as laptops, eReaders, and tablets) in the classroom. However, students who use electronics inappropriately, are not focused on class discussion, and/or are distracting their peers will be asked to stop using such devices and will earn a "0" in participation for the day. Chronic misuse of electronics by class members will result in all electronics being banned from the classroom. Cell phones and music devices should be turned off and/or silenced before coming to class, and there is to be absolutely no text messaging. While we might look at twitter in-class, I won't be counting live-tweets as classroom participation. Electronic device use of any sort during quizzes and exams will not be tolerated; if you use your cell phone, laptop, eReader or other web-linked device during a quiz or exam you will automatically receive a zero on the assignment (in addition to any consequence outlined in the Student Conduct Code).

Email: Assignments are not accepted via e-mail unless the assignment calls for e-mail submission or you make arrangements in advance of the due date. Do not email me your work; you will receive a zero. In cases where email submission is appropriate, make sure you attach your document in .doc, .docx or .rtf format. All assignments must be sent to dbruno@mix.wvu.edu. When communicating via email it is important to practice professional, courteous writing. Do so by honoring the conventions of the genre. Emails (in all communication other than that with a casual correspondent) should have an address (e.g. hello, dear, etc. and the addressee's name) and a signature (e.g. thank you, regards, etc. and your name), and be written using full sentences and proper grammar. Communicating with your professor via email is professional correspondence; please treat it as such.

[REDACTED]

Extensions: Deadlines are non-negotiable after you've missed them. If you ever have a problem with understanding an assignment or meeting a deadline, or if you are going to miss class on the day of a deadline, talk to me at least 48 hours in advance of the deadline and we may be able to negotiate an extension and/or arrange for submission of the assignment.

Late Work: I do not accept late work unless the assignment is an SCR. If you miss an SCR deadline your SCR grade will be reduced by a half-step (A becomes an A-) for every weekday the assignment is late. Because I know things happen—PRT, printers breaking, etc.—I will count an SCR as on time if you put it in my mailbox by 1:00PM the day it is due.

Plagiarism/Cheating: Academic dishonesty is wholly unacceptable and will be dealt with accordingly. It will behoove you to review WVU's definition of plagiarism in the "Student Conduct Code," as well as the outlined consequences; note that plagiarism also includes intent. Please see

<<http://studentlife.wvu.edu/studentconductcode.html>>. You cannot use work from other courses in this course; you fail to meet the requirements of this individual course by doing so. Cheating and plagiarism are serious offenses that will result in failure of the assignment and/or the course. Plagiarism cases will always be filed with the university. If you have questions about plagiarism/cheating or are confused by MLA please visit my office.

THE WVU WRITING CENTER: is located in G02 Colson Hall. Call 304-293-5788 or visit the Writing Center's website to schedule an appointment or stop by to see if a tutor is available.

Social Justice: I am committed to a classroom that strives to use inclusive language, minimize assumptions, emphasize respect of difference, honor privacy, and employ topics that allow but do not require exploration of gender, sex, sexuality, race, nationality, ability, class and so on. These topics make for productive, thoughtful, but sometimes tough discussions. If for any reason you find yourself feeling uncomfortable, feel free to come and speak with me. I will do my best to ensure that this classroom is a space where everyone feels comfortable and respected. If you feel offended (so much so that you cannot critically respond to the work) come and talk to me. I maintain an open door policy regarding such issues. My only request is that we participate in honest inquiry and respectful, informed debate. If you have a conflict between a religious holiday and a graded assignment, please contact me in advance so that we can make appropriate arrangements

Disability and Accommodation: If you have a disability that could affect your progress in this course, please be aware of the support services available to you through the Office of Accessibility Services in Suite 250 at 1085 VanVoorhis Rd (beside Applebee's and across from the Mountaineer Station transportation center). The phone number is (304)-293-6700, and email is access2@mail.wvu.edu. Access the website at <http://accessibilityservices.wvu.edu/>. I ask that you notify me as soon as possible regarding your disability, in order to make this class work for you.

Schedule of Homework and Readings (subject to change at the discretion of the instructor):

[REDACTED] WEEK 1:

January 6: *NO CLASS*

January 8: Introductions: **Unit 1 - The Medieval Period**

January 10: *Beowulf*, Lines 1-1061 (Pages 36-60)

WEEK 2:

January 13: *Beowulf*, Lines 1062-3182 (Pages 60-107)

January 15: *Sir Gawain and the Green Knight* (Pages 219-240)

January 17: *Sir Gawain and the Green Knight* (Pages 241-266)

WEEK 3:

January 20: *NO CLASS – MARTIN LUTHER KING JR. DAY*
January 22: *Sir Gawain and the Green Knight* (Pages 266-277); Excerpt from *Monty Python and the Holy Grail* (Pages 309-312)
(January 23: Thursday's Extra-Credit Movie Night: *Monty Python and the Holy Grail*- Wise Library at 5PM)
January 24: *Le Morte D'Arthur* (Pages 298-307); *The Mists of Avalon* (Pages 308-309)

WEEK 4:

January 27: *The Wife of Bath's Prologue* (Pages 375-394)
January 29: *The Wife of Bath's Tale* (Pages 394-403); **End of Unit 1**
January 31: *The Book of Margery Kempe* (Page 531-549) (Reading Day) **Unit 2 – The Renaissance**

WEEK 5:

February 3: *NO CLASS*
February 5: Sir Thomas More – *Utopia* (Pages 714-734)
February 7: More – *Utopia* (Pages 734-764)

WEEK 6:

February 10: William Shakespeare: *Twelfth Night Acts I-III* (Pages 1215-1258)
February 12: *Twelfth Night Acts IV-V* (Pages 1259-1272)
February 14: *She's The Man* (film: iTunes) **SCR #1 Due Today**

WEEK 7:

February 17: Renaissance Sonnets by Sidney, Spenser, and Shakespeare (Pages 679-80; 684-85; 1204; 1211; 1213-14)
February 19: John Donne poems (Pages 1601-2; 1605; 1607) **End of Unit 2**
February 21: **Midterm Exam (In-Class)**

WEEK 8:

February 24: **Unit 3: The Seventeenth Century and Restoration; Essay Portion of Midterm Exam Due Today**
February 26: John Milton: *Paradise Lost*, Book 4 (Lines 1-1015; Pages 1791-1814)
February 28: Milton: *Paradise Lost*, Book 9 (Lines 1- 1189; Pages 1886-1913)

WEEK 9:

March 3: Aphra Behn: *Oroonoko* (Pages 2135-60)
March 5: Behn: *Oroonoko* (Pages 2161-78)
March 7: Carpe Diem Poetry -John Donne (Pages 1586-8; 1591-2; 1596-7); Robert Herrick (Pages 1618; 1620-1622); Andrew Marvell (1653; 1659-60)

WEEK 10:

March 10: **SPRING BREAK – NO CLASS**
March 12: **SPRING BREAK – NO CLASS**
March 14: **SPRING BREAK – NO CLASS**

WEEK 11:

March 17: **Unit 4: The End of the Restoration, and the Eighteenth Century**

March 19: Hogarth: *A Rake's Progress* (Pages 2605-2612)

March 21: Sheridan: The School for Scandal (eCampus) **SCR #2 Due Today**

WEEK 12:

March 24: Sheridan: *The School for Scandal* (eCampus)

March 26: Sheridan: *The School for Scandal* (eCampus)

March 28: John Wilmot, The Earl of Rochester (Pages 2202-2213)

WEEK 13:

March 31: Pope: "The Rape of the Lock" (Pages 2470-91)

April 2: Swift: *Gulliver's Travels*, Book 4 (Pages 2381-2426);

April 4: (Reading Day) – Swift: "A Modest Proposal" (Pages 2431-37)

WEEK 14:

April 7: Haywood: *Fantomina* (Pages 2796-2813)

April 9: Addison and Steele: Periodicals (Pages 2317-2336)

April 11: Frances Burney: (Pages 2831-2838)

WEEK 15:

April 14: **Unit 5: Neo-Medievalism, and Popular Culture** George R.R. Martin: *A Game of Thrones* (Pages 1-67: eCampus)

April 16: *A Game of Thrones* (Pages 68-127: eCampus)

April 18: *GOOD FRIDAY – NO CLASS*

WEEK 16:

April 21: *A Game of Thrones* (Pages 128-189: eCampus)

(April 22: Tuesday's Extra-Credit Movie Night: *A Game of Thrones* – Wise Library at 5PM)

April 23: *Review Day: Preparation for the Final Exam*

April 25: **FINAL EXAM PART I (IN-CLASS)**

APRIL 28, 2013: FINAL EXAM PART II DUE IN MY OFFICE (COLSON G07) BY NOON.