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ENG 3803-001: English Literature

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English 3803 Section 001  
English Literature 1500-1660  
Dr. Carol Stevens  
Spring 2005  
Tuesdays and Thursdays 12:30-1:45 in 3691 CH

Contact Information  
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Texts:  

You will need Norton at EVERY class meeting. You will need to bring Martin only when we are discussing the readings assigned therein.

Course Prerequisites  
English 1001G and 1002G or their equivalents, and at least sophomore standing.

Course Goals  
By the end of this semester I hope you will be able to:  
♦ Read with understanding and enjoyment the works of writers in sixteenth and early seventeenth century England.  
♦ Understand the background, development, and nature of literary forms and genres in this period.  
♦ Be aware of historical, social, and cultural forces, as they are reflected in the literature, which shaped the era of the Tudor and Stuart monarchies and the Interregnum.  
♦ Be able to identify and explain some of the major intellectual and religious movements of the period as they are discussed in the literature.  
♦ Be able to explicate texts from this period both orally and in writing with skill and understanding.  
♦ Read and understand developing theories about the nature of literature.  
♦ Read and apply recent works of literary theory and criticism to your studies in this period.

Course Description  
A broad survey of representative non-Shakespearean literature (well, maybe some Shakespeare) of the English Renaissance to 1660, with primary attention to such writers as More, Sidney, Spenser, Marlowe, Donne, Jonson, Bacon, Webster, Herbert, Marvell, Browne, Phillips, Wroth, and of course, the woman who gave her name to a sizeable chunk of the period, Elizabeth Tudor, aka Queen Elizabeth I.

In practical terms, what that means is that we'll focus on the “Early Moderns” of the Sixteenth and earlier Seventeenth Centuries. In the English Department course description booklet, I've described them as “passionate intellectuals...[who] reflect, debate upon, and complicate the issues of a developing humanism.” So, I hope, are we all.

Papers and Exams  
You will write and submit one long and one short original paper during the term, will take two hourly exams over the material on dates to be announced, and a two-hour exam on Friday, May 3 from 12:30-2:30. Paper topics will be chosen from a range of options provided by the instructor, but may include a scholarly review or a researched literary analysis, and must be approved well in advance of due dates. Exams may
include short answer questions based on class lecture and discussion as well as the reading, identification of passages, and essays.

Attendance and Participation

The subject matter and schedule are extremely demanding. Both attendance and participation are required. The reasons are obvious. You can’t participate in discussions and other class work unless you’re here, and without those it’s impossible for me to tell how well you’re understanding what we read. While the university has policies regarding excused and unexcused absences, which I will follow, in practical terms missing class means missing important work. University policy considers sporadic attendance to be a form of classroom disruption. We will use a collaborative learning model which requires that everyone be fully prepared and willing to contribute to discussion every day.

For 1 or 2 absences, no points for each absence will be deducted provided absences are excused. If you are absent 3 or 4 times, 2.5 points for each additional absence will be deducted from coursework points. If you miss four classes (two weeks), you have lost 10 points, not counting lost points on class assignments and other work due those days. That is already one full letter off your final grade.

If a situation occurs (serious illness or family emergency) that is going to interfere with your attendance, especially if it will mean missing more than one class, NOTIFY ME by phone or e-mail so that you can make arrangements to keep up with work as much as possible.

Tardiness

Chronic tardiness, like chronic absence, is disruptive. The same goes for coming without the reading done, or coming without your book. I don’t expect problems here, but will deduct points for either of these.

Grades

Your course grade will be determined by the following:
One short paper 10 points, one longer paper, dates TBA 20 points—30 points total
Two hourly exams, dates TBA, 10 points each—20 points total
Online discussion group (WebCT)—you must activate your university e-mail account for this—15 points
Final exam 15 points
Participation (subject to attendance policies outlined above), shorter writings, quizzes and group work, 20 points
91-100 points = A, 81-90 = B, 71-80 = C, 61-70 = D, Below 60 = F

Late Assignment Policy

Late papers are not acceptable. If you do not come to class on a day when a paper is due but place the paper in my mailbox that day, it will automatically be considered late. The same is true for coming to class late on the day a paper is due. Please plan ahead so that your work will be on time.

Academic Honesty

The English Department’s statement on plagiarism is as follows: Any teacher who discovers an act of plagiarism—“The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one’s original work” (Random House Dictionary of the English Language) has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including a grade of F for the assigned work and a grade of F for the course, and to report the incident to the Judicial Affairs Office. I expect you to do your own work, and to use only authorized help such as peer group editing and conferences with me*. I expect you to use sources properly, with appropriate imbedding into your work, use of quotation, paraphrase, or summary as needed, with careful and painstaking documentation. This applies not only to books and articles but to media other than print, including all web and online sources.
Students with Disabilities

If you have a documented disability and wish to receive academic accommodation, please contact the Office of Disability Services at 581-6583.

Syllabus/Schedule

You will receive a schedule of readings for the semester. This, as well as any other procedural or assignment material distributed in class becomes part of the syllabus for the course.

Paper Format

Papers must be typed, double-spaced, with one-inch margins, and stapled, with no binders, folders, or covers of any kind. Use a font No larger than this (12 points). Assignments should have your name, the date, and the course number and section in the upper right corner. Use MLA style and documentation format for all work.

Courtesies in the Classroom as Workplace

It is important to recognize that the literature classroom, like any other, is a workplace. We have a limited period of time in which to complete a great deal of work. We need complete attention for the entire class period each time we meet. As a teacher I prefer a relatively relaxed atmosphere, especially because I lecture only part of the time. Whether we are working together, in small groups, or quietly on our own, I expect us to be completely focused on the work at hand.

I promise to treat each of you with respect, and I expect the same of you. This means being on time, ready to work. It means listening courteously and attentively to each other, and disagreeing, when we disagree with each other, reasonably and without disparaging remarks. Cell phones and beepers must be turned off for the duration of class. As discussion moderator, I have a responsibility to see that everyone gets a chance to participate, so I may ask you to yield the floor to someone else.

These policies have been formulated to ensure that we accomplish our goals for the semester. They are not optional.

Please note: While I have made every effort to be as thorough in planning as possible, and intend to follow these course policies and the announced assignment syllabus carefully, changes will inevitably occur which may alter any of the policies or scheduling given here. While I will make every effort to confirm changes in writing, an announcement in class will be considered sufficient notification.