**English 240.01: Introduction to Literary Study—British**

Fall 2017  MWF 9:20 – 10:20  TC 314

**Instructor:** Dr. Deborah C. Mitchell  
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dmitchel@westminster.edu

**Office Hours:** W 10:30 – 11:30, Th 12:30 – 1:30, & by appointment

**Required Texts:**

**Description:**
This introductory course to the English major presents a range of critical approaches commonly used in contemporary literary study and investigates their application to distinguished examples of the British literary tradition. Students will acquaint themselves with theoretical frameworks that allow them to view literary texts in new ways and lead them to come up with more complex (and more satisfying) readings. The Norton and/or Bressler texts, moreover, may be used in other English courses. ENG 240 will induct students into the academy and the intellectual world that literary critics inhabit, providing a foundation for advanced courses and for the senior capstone project.

**Outcomes:**
Though you are merely beginning your studies in English, it is helpful to know where you are going. Here are the seven overall goals of the English Major at Westminster College.

English majors will demonstrate the following:
1. the ability to discuss literature, including engaging in an exchange of ideas and offering and supporting insights
2. the capacity to sustain controlled, critical arguments that analyze and synthesize texts
3. an understanding of the craft of writing, including concision, diction, grammar, and syntax
4. the ability to produce creative writing that shows an awareness of language, freedom from cliché, and an understanding of genre, style, and topic
5. the ability to identify and use a range of sources suitable to the scholarly conversation on a particular topic, to evaluate and integrate source material, and to document accurately
6. an understanding of the literary tradition, the historical and cultural contexts of literature, and critical methods of reading
7. the ability to give well-planned, engaging presentations
Upon successful completion of ENG 240, you should be able to

- examine the relationship between a text and the culture in which it was created
- analyze a text within a critical frame
- construct a clear, focused argument and support it with relevant evidence from primary source (the text) and secondary sources (what others say about the text)
- identify key points and comment thoughtfully on critical readings of a text
- join the scholarly conversation about literary texts
- correctly and consistently use MLA documentation for written work
- give clear, organized, interesting presentations

We will begin working toward these goals via the following course assignments:

**Course Assignments:**

30%  **Take Home Quizzes** (addresses English major outcomes 1-3 & 6)

These three assignments will ask you to respond to essay questions about assigned material. Quizzes will be due one class period after they are distributed. This interval, which will include the weekend, will give you enough time to refine your thinking and polish your prose. Each quiz will be worth 10% of your grade.

40%  **Papers**

(detailed assignments forthcoming)

Essay 1: worth 20% of course grade (Outcomes 1-3, 6)
Essay 2: worth 20% of course grade (Outcomes 1-3, 5-6)

20%  **Final Presentation/Creative Assignment** (Outcomes 1-2, 34,5-7)

At the end of the course, you will work in groups. Each group will choose a piece of literature to work with, turn it into a screenplay, and act it out during the final period. Details will follow. I have uploaded Final Draft (screenwriting software) in the TC 205 lab. I’ll show you how to use it. It’s fun. It’s easy. You can learn to use it in 10 minutes.

10%  **Participation** (Outcome 1)

Your active participation is central to the learning process. While I do lecture, much of our class time will be spent in small group or circle discussions. As always, “active participation” means that you arrive to class on time with the assignment thoroughly completed. It also means that you remain engaged and make a concerted effort to contribute to class discussion. The basis for your participation grade will thus be your attendance percentage, which will then either be enhanced or reduced by the level and consistency of thoughtful speaking (5%) and engaged listening (5%).

*NOTE: You cannot pass the course if you do not complete each assignment.*
GRADING SCALE

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<th>Percentage Range</th>
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<tr>
<td>100% - 94%</td>
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<td>93% - 90%</td>
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Policies & Expectations:

✓ **Attendance.** Come to class. Every day. Excessive absences will directly affect your grade. You may miss three classes. After these three, you will lose a letter grade for each additional class you miss (e.g., an A- course grade will change to a B+ if you miss four classes, etc.) Absences will be excused only in emergency situations, with appropriate documentation. Please be aware that “self-reported sick in room” notices from the Student Health Center will not change an absence from unexcused to excused.

✓ **Preparedness.** Come to class prepared and ready to discuss the day’s reading assignments. All readings should be completed before the class during which they will be discussed. Similarly, all writing assignments should be submitted on time. Late papers will be penalized one letter grade per day late, including the first day and weekends. Computer problems do not justify late or shoddy work.

Know that technology tends to fail us at the most inconvenient of times. Be prepared, backup your work, and you will have no problems.

✓ **Honesty.** The lasting reward of academic integrity is a good character and the ability to learn on your own. See the Academic Integrity Policy available online and in the Undergraduate Catalog. Note that failure to demonstrate academic integrity has serious consequences in the short term (grades) as well as for the rest of your life.

✓ **Respect.** Maintain a respectful attitude toward the course, your fellow students, and me; in turn, I will do the same for you. Know that disrespectful behavior — online or in class — can negatively affect your participation grade.

IMPORTANT NOTES:

- **ACCESSIBILITY STATEMENT:** Westminster College actively strives for the full inclusion of all students. Students with disabilities who require access solutions for environmental or curricular barriers should contact Faith Craig, Director of Disability Resources, located in 209 Thompson-Clark Hall. Phone: 724.946.7192; e-mail: craigfa@westminster.edu.

- **ATHLETICS & EXTRACURRICULARS:** If you are involved in College athletics or other extracurricular activities and will miss class meetings because of games or performances, please notify me in advance of any class sessions you will miss. All work is to be submitted prior to the excused absence.

- **LEARNING CENTER:** Westminster’s Learning Center is located in McGill library and is staffed by upper-class undergraduate tutors who offer help with writing assignments. While the Center will not proofread your paper(s) for you, its staff can help you with larger-order issues, including thesis statements, organization, textual support, etc. Call 724.946.6700 to schedule an appointment. Please prepare specific questions before going to the Center so as to ensure the value of your session.

- **PAPER DRAFTS:** I encourage you to visit me during office hours so we can discuss your writing. You may also e-mail me specific questions about an assignment. In each case, though, please allow sufficient time for the drafting process (“sufficient time” = one week before paper is due).
Schedule of Readings & Assignments:
*Subject to change at any time. Period and author biographies for all Norton assignments are included.

Aug 28/30/Sep 1  Overview of the course
Assignment: Read Chapter 3 in Bressler: New Criticism (52 – 64) for Wednesday, Aug 30th
Assignment: Read introduction to The Middle Ages in Norton, Vol. 1 (3 – 28) for Friday, Sep 1st

The Middle Ages, to 1485 (Volume 1)

Sep 4/6/8  The Arthurian Legend – Evolution, Lecture
Assignment: Read Marie de France (120-21) and “Lanval” (121 – 134) for Wednesday, Sep 6th
Assignment: Read Sir Thomas Malory (328 – 29) and From Morte Darthur (329 – 347) for Friday, Sep 8th
Assignment: Read Chapter 7 in Bressler: Feminism (143 – 164) for Monday, Sep 11th

Sep 11/13/15  Feminist Criticism
Lecture and Discussion Groups
Assignment: Read Introduction to The Sixteenth Century (349 – 381) for Wednesday, Sep 13th

The Sixteenth Century 1485 – 1603 (Volume 1)

Introduction to the Sixteenth Century – The Tudors, Lecture
Assignment: Read Elizabeth I (392 – 93), “On Monsieur’s Departure” (394),
“Verse Exchange between Elizabeth and Sir Walter Ralegh” (394 – 95), and Speech to the Troops at Tilbury (396) for Friday, Sep 15th

Quiz #1 Due Monday, Sep 18th
Assignment: Read Christopher Marlowe (498 – 499), “The Passionate Shepherd to His Love” (499 – 500), Sir Walter Ralegh (487 – 488), and “The Nymph’s Reply to the Shepherd” (488 – 89) for Monday, Sep 18th

Sep 18/20/22  Elizabeth I and the Tudor Court
Discussion
Assignment: Read William Shakespeare (535 – 39), Sonnets (539 – 40) and Sonnets 18 and 116 for Wednesday, Sep 20th
Friday: Introduce and start film: Anonymous

Sep 25/27/29  Finish Anonymous
Discussion
Paper #1 Due Friday, Sep 29th
“To His Mistress Going to Bed” (685-86) for Monday, Oct 2nd
The Early Seventeenth Century (Volume 1)

Oct 2/4/6
Introduction to the Early Seventeenth Century
Donne, Marvell, and Milton
Assignment: Read Andrew Marvell (750 – 51) and “To His Coy Mistress” (751 – 52) for Wednesday, Oct 4th
Assignment: Read John Milton (768 – 772), Intro to Paradise Lost (799 – 801)
Book 10 (916 - 924), Book 12 (925 – 929) for Friday, Oct 6th
Quiz #2 Due Monday, Oct 9th
Assignment: Read The Restoration and the Eighteenth Century (931 – 60)

The Restoration and the Eighteenth Century (Volume 1)

Oct 9/11/13
Introduction to The Restoration and the Eighteenth Century
Assignment: Read Alexander Pope (1205 – 09) and “The Rape of the Lock” (1227 – 1244) for Wednesday, Oct 11th
Assignment: Read Chapter 9 in Bressler: Cultural Poetics or New Historicism (181 – 96) for Friday, Oct 13th
Assignment: Start reading Northanger Abbey by Jane Austen

Oct 16/18/20
Cultural Poetics, Lecture
Jane Austen, Lecture

Oct 21 – 24
Mid Break
Finish Jane Austen’s Northanger Abbey

Oct 25/27
Discussion, Northanger Abbey

Oct 30/Nov 1/3
Northanger Abbey
Lecture: Psychoanalytic Criticism (Bressler 123 – 42)
Assignment: Read Introduction to The Romantic Period (3 – 30, Vol. 2) for Monday, Nov 6th
Quiz #3 Due Monday, Nov 6th

The Romantic Period (Volume 2)

Nov 6/8/10
Introduction to The Romantic Period
Assignment: Read William Wordsworth (122 – 24), “The world is too much with us” (186), and “Ode: Intimations of Immortality” (175 – 80) for Wednesday, Nov 8th
Assignment: Read Lord Byron (312 – 16) and “Darkness” (320 – 21) for Friday, Nov 10th

Nov 13/15/17
Shelley and Keats
Assignment: Read The Victorian Age (533 – 59) for Wednesday, Nov 15th
The Victorian Age (Volume 2)

Discussion, The Victorians
Assignment: Read Alfred, Lord Tennyson (613 – 15), “The Lady of Shalott” (618 – 21), and “The Passing of Arthur” from Idylls of the King (682 – 93) for Friday, Nov 17th
Assignment: Read Robert Browning (709 – 12) and “My Last Duchess” (716 – 17) for Monday, Nov 20th

Paper #2 Due Monday, Nov 20th

Nov 20 Collect papers
Discussion, Browning
Lecture: Marxism

Nov 22 – 26 Thanksgiving Break
Assignment: Read Introduction to The Twentieth Century and After (959 – 85)

Nov 27/29/Dec 1 The Twentieth Century and After
Assignment: Read Virginia Woolf (1095 – 97), “Professions for Women” (1217 – 1220), T. S. Eliot (1298 – 1301), and “The Love Song of J. Alfred Prufrock” (1301 – 05) for Wednesday, Nov 29th

Dec 4/6/8 Presentation Preparation

Dec 8 Classes End

Dec 11/12/13/14 Final Period