

LSC # 72

Action App  
10-3-91

COVER SHEET: REQUEST FOR APPROVAL TO USE W-DESIGNATION

Type I. PROFESSOR COMMITMENT

(✓) Professor: R. L. Thomas Telephone: 2276  
English Department

(✓) Writing Workshop Equivalent  
As a professor of English for the last thirty years, I have attended countless workshops on writing sponsored by English departments, annual meetings of the Modern Language Association, yearly meetings of TESOL (for workshops in teaching writing to non-native users of English), etc. I teach up to three sections of College Writing and Research Writing every semester. I read the appropriate professional journals on the teaching of writing. In short, I respectfully submit that my usual professional duties constitute a continuous "workshop" in the teaching of writing.

(✓) Proposal for one W-course, EN 211, English Literature to the Restoration, is attached.

(✓) I agree to forward syllabi for subsequently offered W-courses.

SIGNATURES:

Professor R L Thomas Sept 19, 1991

Department Chairman James L. Gray 9-23-91

College Dean Rachel Taylor 9/25/91

Director of Liberal Studies Chadwick

WRITING SUMMARY: EN 211, English Literature to the Restoration

EN 211, English Literature to the Restoration, is proposed for identification as a "W" course. It is taught every semester and is required for English B. A. majors. It is often elected by English Education majors as well. Ideally, it is taken in the sophomore year and followed by EN 212, English Literature 1660-1900. These two courses are intended to give the English major an overview of major writers and literary movements and genres in English literature from its beginnings to the Twentieth Century. Class size is limited to 25.

There are four basic types of writing which are practiced by students in this course:

1. Writing to stimulate close analysis of a text written in Middle English, to encourage growth in ability to read Middle English, and to contribute to an understanding of the society of medieval England.

Each student is assigned a portion of the General Prologue of Chaucer's Canterbury Tales which deals with one of the Canterbury pilgrims. Using such aids as Muriel Bowden's Commentary on the General Prologue, the student prepares an oral report to explain to classmates difficult linguistic and cultural factors in the passage, and then submits a 1000-word essay on the same material. This assignment is worth 10% of the term grade. See attached assignment sheet.

2. Writing for evaluation of comprehension of course content.

Mid-term and final examinations are given--the first on medieval and the second on Renaissance literature. The examinations require the student to do two types of writing: paragraph and essay. Paragraph answers develop a topic sentence on such matters as the pastoral tradition or blank verse. The essays require a student to state and support a thesis on a larger topic such as allegory in Everyman or courtly love in the Morte d'Arthur or characteristics of medieval popular ballads. Solid content and strong support of a clearly stated thesis are the criteria for evaluating these essays. The two examinations count for 60% of the term grade.

3. Writing to promote in-depth knowledge of a limited area of investigation.

Since this is a "survey" course which deals with many centuries of writing, it is desirable that students go into depth in one work or writer or movement or genre to compensate for the necessarily superficial treatment of dozens of other writers. To this end, a 4,000-word documented essay is required as the "term paper" due at the end of the

semester. A list of sample topics is distributed, but students are encouraged to choose a topic in which they have a genuine interest, whether or not it is one the list. Topics are approved in consultation with the instructor before research begins. A written, detailed assignment is distributed to each student. A check list of aspects of the paper to be reviewed is provided. (See sample copies of this material.) Students are encouraged to work closely with the instructor and/or the Writing Center during the entire composition process--especially in the revision of the first rough draft. Students who do poorly in the first submitted version are permitted to revise the essay one more time before a final grade is recorded. This project counts for 30% of the term grade.

#### 4. Non-evaluated writing.

Participation in this course requires extensive note-taking, since a large body of material is dealt with and the only required textbook is an anthology of British literature. To assist the student in learning to take notes efficiently, the instructor stresses organization of ideas and puts key works on the chalkboard. Students are urged to add their personal responses to the works they are reading to these academic notes, in the belief that the act of writing will help them to clarify their mental and emotional reactions to a given work.

In addition, each student is asked to imitate Renaissance readers by keeping in a separate notebook a "Commonplace Book"--that is, a record of exceptionally striking ideas or language which have given them great pleasure and which they want to keep for future reference. It is hoped that this practice will become habitual, with the result that after some years the student will own his or her personal collection of great passages which will provide pleasure in re-reading as well as topics for future investigation and writing.

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English 211, ENGLISH LITERATURE TO THE RESTORATION (1660)  
R. Thomas, 201-B Leonard Hall, Tel. 2276

Text: The Norton Anthology of English Literature, Vol. I, 5th edition

Optional texts: Thrall, Hibbard & Holman, A Handbook to Literature  
Richard Adams, The Land and Literature of England  
MLA Hand book for Writers of Research Papers, Theses, and  
Dissertations

#### Purpose of the Course

The student is expected to acquire a comprehensive historical view of English literature from its beginnings to A. D. 1660, along with an understanding of the various genres which developed and flourished, the dominant ideas of each period, and the historical and social forces which formed the background to the various literary works. The student will become familiar with the major works and writers of the Anglo-Saxon, Medieval, Renaissance, and Earlier Seventeenth Century periods.

#### Course Content

Works to be considered include the following: The Canterbury Tales, Sir Gawain and the Green Knight, Everyman, medieval ballads and anonymous lyric poems, Morte d'Arthur, sonnets and sonnet cycles (including Shakespeare's), sixteenth and seventeenth-century lyrics (Sidney, Spenser, Donne, Herbert, Herrick, etc.) including metaphysical and cavalier poets, selected prose (Bacon, Donne, Walton, etc.), and selections from Milton's shorter poems. No effort will be made in this course to consider the plays of Shakespeare or Paradise Lost.

#### Course Procedures

Students are expected to participate in all class meetings unless prevented from doing so by illness or a genuine emergency. These meetings will consist of discussions of assigned works, lectures, viewing of videocassettes, hearing audio recordings of Middle English poetry, and oral reports by members of the class. Writing activities will include a short essay (1,000 words) on a character from the General Prologue of the Canterbury Tales, a documented essay on a specific topic in the literature of the period (roughly 4,000) words, the writing of personal responses to works read in the same notebook in which you take class notes, the keeping of a "Commonplace Book" (term will be explained in class), and the writing of paragraphs and short essays as the major part of the mid-term and final examinations.

#### Course Evaluation

10% Chaucer paper  
30% Term paper  
30% Mid-term examination  
30% Final Examination

# Reading assignments

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## UNIT I: BEGINNINGS TO 1485

### Read

General Introduction, pp. 1-13  
Introduction to Beowulf, pp. 25-29  
Introduction to Chaucer, pp. 88-94  
Chaucer, General Prologue to The Canterbury Tales, The Miller's Tale  
Sir Gawain and the Green Knight  
Anonymous lyrics, pp. 309-314  
Popular ballads, pp. 378-389  
Everyman  
Malory, Morte d'Arthur

### Know About

Beowulf  
The Venerable Bede  
Caedmon  
Thomas a Becket  
Piers Plowman  
Miracle and morality plays  
St. Augustine and the introduction of Roman Christianity in A.D. 597  
King Alfred of the West Saxons 871-899  
The Norman Conquest in 1066  
William Caxton and the beginnings of printing in England  
The alliterative revival  
The Domesday Book  
The Anglo-Saxon Chronicle  
Robin Hood  
King Arthur and the Knights of the Round Table

### Media Resources to be used in the classroom

#### A. Video

The Story of English, Part I  
Beowulf and Old English Literature  
Chaucer and Middle English Literature

#### B. Audio

Everyman  
Popular ballads

### Short Paper Assignment

You will be responsible for one of the characters in the General Prologue to the Canterbury Tales. After you have read and explicated the passage in class, you will turn in, about the end of September, a short documented essay on that character. See separate assignment sheet.

UNIT II: THE RENAISSANCE (1485-1660)

A. THE SIXTEENTH CENTURY

Read

Introduction, pp. 413-433

Shakespeare: Sonnets 18, 20, 29, 30, 55, 71, 87, 97, 116, 129, 130  
138, 144, 146, 147

Raleigh and Marlowe: selected lyrics

Know About

The Renaissance

Humanism

The Reformation

The Tudor monarchs

Sir Thomas More's Utopia

Spenser's The Fairie Queene

The development of the sonnet and sonnet cycles, including Wyatt and Surrey in  
Tottel's Miscellany; Sidney's Astrophil and Stella; Spenser's Amoretti;  
and Shakespeare's Sonnets: Never before Imprinted. 1609

Elizabethan and Jacobean drama (Your text contains Shakespeare's I Henry IV;

Ben Jonson's Volpone; Marlowe's Faustus; Webster's The Duchess of Malfi)

The pastoral tradition

B. THE EARLIER SEVENTEENTH CENTURY (1603-1660)

Read

Assigned lyrics of Donne, Jonson, Herrick, Herbert, Marvell, Suckling, and  
Lovelace

Assigned prose selections from Bacon, Walton, and the 1611 Bible

John Milton: assigned "minor poems" and Samson Agonistes

Know About

The Stuart monarchs

The Civil War

The Commonwealth

The Restoration

English language versions of the Bible up to 1611

Metaphysical poetry

Cavalier poetry

Milton's Areopagitica

Notes: The term paper is due Monday, December 3, 1990  
The final examination is not comprehensive; it deals only with  
works studied after the mid-term exam.

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part 7

Seventeenth Century Readings

John Donne  
Song, 1064  
The Sun Rising, 1065  
The Flea, 1071  
The Bait, 1074  
Valediction, 1075  
Elegy 19, 1084  
Holy Sonnets 5, 7, 10, 14, pp. 1098-1100  
Good Friday, 1101  
Hymn, 1103  
Meditation 17, 1107

Izaak Walton, The Life of Dr. John Donne, 1711

Ben Jonson  
First Daughter, 1209  
First Son, 1210  
Inviting a Friend, 1212  
two Epitaphs, 1214  
To Calia, 1217  
Queen and Huntress, 1225  
two lyrics, 1226  
To Shakespeare, 1227

Herrick  
Argument, 1320  
To the Virgins, 1327  
To Ben Jonson, 1331  
three Lyrics, 1333  
A Grace, 1334

Herbert  
Virtue, 1343  
The Collar, 1349  
The Pulley, 1350  
Love III, 1354

Suckling  
Song, 1649  
Out Upon It, 1651

Lovelace  
To Lucasta/ To Althea, 1652

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Seventeenth Century Readings

Intro to 16th c. prose, pp. 1000-1005 (including KJ Bible)  
Intro to 17th c. prose, pp. 1671-2

Francis Bacon  
Introduction  
Essays, pp. 1673-81

Izaak Walton  
Introduction  
The Life of Dr. John Donne, 1711-1715

Sir Thomas Browne  
Introduction, 1715  
sample the prose style of Religio Medici and Hydrionaphia

John Milton  
Introduction  
know about Areopagitica

Read:

Sonnets On Time, When I consider, Piedmont, Methought I saw, pp. 1441-44  
Lycidas, 1419  
Samson Agonistes, 1590



Chaucer Reports

See Muriel Bowden, A Commentary on the General Prologue to the Canterbury Tales (on closed reserve until October 1, 1983), and Bowden, A Reader's Guide to Geoffrey Chaucer, R/821.17/B672r

- 1)Knyght
- 2)Squier
- 3)Yeman
- 4)Prioress (Me. Eglentyne)
- 5)Monk
- 6)Frere
- 7)Marchant
- 8)Clerk of Oxenford
- 9) Sergeant of the Lawe
- 10)Frankeleyn
- 11)Cook
- 12)Shipman
- 13)Doctour of Phisik
- 14)Wif of Bathe
- 15) Povre Persoun of a Toun
- 16)Plowman
- 17)Millere
- 18)Maunciple
- 19)Reve
- 20)Somonour
- 21)Pardoner
- 22)Oure Hooste(Harry Bailey)

When we come to your character in class, you will be asked to read the passage aloud in your best Middle English and to explain whatever is necessary to enable your classmates to understand the passage fully. After your oral report, please submit a short essay on the character, as a separate project. The essay should demonstrate your mastery of format, usage, documentation, and all the other writing skills you mastered in English II. Be sure the content is organized in support of a clearly stated thesis about the character.

If the notes in your text and the Bowden books do not answer all your questions about the passage, see the card catalog and/or see me for suggestions about other reference works.

### TERM PAPER ASSIGNMENT

The paper is due December 3, 1990. It should have a title page, thesis and outline page, text, note page if necessary, and bibliography. Bibliography cards, notes, and rough draft must be submitted with the finished product. No essay will be accepted without this evidence of your research and writing. Late work will be penalized at least one letter grade, unless arrangements have been made prior to December 3 for some valid reason such ~~as~~ as the need to wait for inter-library loans, etc.

A proposal is due October 31. If you change your topic after that date, you must confer with me about the change.

Your paper will be evaluated on the basis of organization, focus, grasp of the subject, quantity and quality of the sources, accurate interpretation of source material, skillful use of quotations (if any are used), clear diction, and good usage. Do not neglect to edit your work, so that an otherwise good paper does not have to receive a low evaluation because of careless errors. Read your final draft aloud, proofreading for slips in sentence structure, grammar, punctuation and spelling.

Use MLA form. The third edition of MLA Handbook for Writers of Research Papers is a good investment for an English major.

Choose a good title—one that directs your reader's attention to the central topic or idea of your essay.

The over-all appearance of the finished work should be neat and professional looking. A messy manuscript has a very negative impact on your reader. Number your pages. Show that you took care to do your best work, and that you take pride in doing a good job.

If you feel the need for help, remember that the Writing Center exists expressly for this purpose. Tutors there may be consulted on any aspect of a writing project at any stage of work—from getting an idea to organizing to editing the final copy. If you prefer to talk to me, schedule a time after class for any Tuesday or Thursday.

**STUDENT'S CHECK LIST FOR THE RESEARCH PAPER**

1. Is your paper as well written as you know how to make it?
  - Good grammar
  - Varied and correct sentence structure
  - Correct spelling and punctuation
  - Paragraph unity and development
  - Smooth transitions between topics
  - Introduction clear and interesting
  - Conclusion logical from the text
  - Thesis supported by your paper
  
2. Is the format correct?
  - Title page
  - Topic outline reflects actual paper and states thesis
  - Proper spacing, margins and pagination
  - Proper form for citations and bibliography
  - Over-all neat appearance
  
3. Is the title interesting and apt?
  
4. Have you handled quotations with skill?
  - All quotations smoothly introduced
  - Source of quotations documented
  - Each quotation preferable to paraphrase or otherwise necessary
  
5. Is your use of sources intelligent and convincing?
  - Generalization supported by fact
  - Source material restated in your own words
  - Source material related to your thesis
  
6. Have you made citations where you need them?
  - For direct quotations
  - For opinions of other people
  - For paraphrased material
  - For information that is not common knowledge
  
7. Is your bibliography complete and correct?
  - Includes all sources referred to in citations
  - Includes only sources actually cited or found valuable when consulted
  - In alphabetical order
  - In correct and consistent form
  
8. Can you honestly say that the final paper is your own work and in your own words except where otherwise noted?

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Term Paper Suggestions

The list below is intended to suggest to you the enormous range of topics possible in the very long period of time covered by this course. Ideally, you should discover a topic that captures your fancy early in the semester so as to have lots of time to read and take notes on the topic. Do not, however, begin to write a paper until your topic has been approved by the instructor. Discuss your progress with the instructor and remember that you have access to the Writing Center for help also. The final draft is due by the end of November. You are encouraged to find your own topic; this list is for inspiration only and most of the topics on it are much too broad for a short (ten to twelve page) paper.

King Arthur  
Robin Hood  
Alfred the Great  
Thomas a Becket  
Celtic Christianity  
William the Conquerer  
Henry V  
Courtly love  
Chivalry  
The Black Death  
Joan of Arc  
The War of the Roses  
The Domesday Book  
Hadrian's Wall  
Erasmus  
Renaissance in England  
The Reformation  
The Church of England  
The Book of Common Prayer  
English translations of the Bible  
The Commonwealth  
The Restoration  
Henry VIII  
Mary Tudor (Bloody Mary)  
Mary Stuart (Mary Queen of Scots)  
Elizabeth I  
James I  
Charles I  
Charles II  
Cromwell  
Sir Thomas More  
Sir Walter Raleigh  
Pepys' diary

The Spanish Armada  
Early theater  
the masque  
sonnets and sonneteers  
Puritanism  
Quakers or other 17th-cent. sects  
The Irish Question  
The Gunpowder Plot  
The Warming pan baby  
The execution of Charles I  
Women's role in a given period  
Humanism  
Metaphysical poetry  
Cavalier poetry  
The little princes in the Tower  
Westminster Abbey in Eng. history  
London Bridge  
Oxford or Cambridge university  
Development of English language  
Magna Carta  
Medical practices  
Treatment of "madness"  
Justice