**Instructor’s Name:** Dr. Janice Hawes  
**Department:** English and Modern Languages  
**School:** College of Education, Humanities, and Social Sciences  
**Course Prefix, Number, and Title:** E 201 English Literature  
**Instructor’s Building/Office Number:** Turner Hall A / 262  
**Instructor’s Office Hours** (Based on Current Semester Schedule)  
**Instructor’s Office Telephone Number:** 803-536-8356 / **e-mail:** jhawes@scsu.edu

**Primary Textbook:**  

**Supplemental Text:**  
A good grammar and writing handbook, such as the one you bought for E 150 and E 151.

I. **COURSE DESCRIPTION**  
**E 201. English Literature. 3(3,0).** Reading and discussion of representative masterpieces of English literature. Emphasis upon types of literature and the relation of writing to other arts. Lectures on historical and literary backgrounds. A survey of English literature from the Old English Period through the Neo-Classical Period. **Prerequisite:** English 150 and 151. (F)

II. **COURSE RATIONALE AND OBJECTIVES**  
The mission of the Department of English and Modern Languages is to support the general mission of the College of Education, Humanities, and Social Sciences and South Carolina State University by systematically providing quality instruction to diverse students in an effort to assist them in developing high levels of intellectual, professional, and personal growth. The aim is to prepare knowledgeable, technologically literate lifelong learners for careers, and/or advanced study. Ultimately, we endeavor to prepare people to be competent citizens and leaders in our complex and diverse global society. The degree program in Professional English stresses the development of reading, writing and analytical skills in relation to the interpreting and understanding of significant literary works. These skills are important for students who plan to do advanced study in English or who would like to pursue careers in those fields requiring English communication skills, such as advertising, editing, law, journalism, and public relations. The liberal arts background of the Professional English major may also be useful in the areas of government, business, and industry, which emphasize effective communication.

English 201 is a chronological survey of some of the major works and authors of English literature. In keeping with the mission of South Carolina State University, this course is designed to help prepare students to be socially aware graduates ready to live in a dynamic global society. The course will begin with the Old English Period, continue with the Middle English Period, and finish with the Early Modern and Neo-Classical Periods. Students will read some works in their entirety and focus on some key sections of other works, allowing them to sharpen their close-reading skills throughout the semester. In addition, consideration will be given to the historical context of each of the course texts: valid interpretations will exhibit both careful close reading and a basic understanding of the culture and time period in which each author lived. Although this course is roughly divided into four literary time periods, discussion will also focus on the varieties of voices within each time period. Thus, while one of the course goals will be to create a basic “definition” of each period, consideration will be given to how texts problematize those definitions. In addition, class discussion will focus on how writers have influenced one another, both within a time period and across time periods.

III. **COURSE COMPETENCIES**  
English 201 satisfies the following National Council of Teachers of English (NCTE), International Reading Association (IRA), and South Carolina English Language Arts Curriculum (SCELACS E) Standards:
This course is designed to help students improve their reading comprehension skills, critical thinking skills, and research skills (skills that are essential for success in certification exams, graduate school applications, and other endeavors beyond the undergraduate program) through close reading of a variety of texts, class discussion, in-class argumentative essays, the research paper, a practice conference, and various reflective papers on the readings assigned.

IV. EXPECTED MEASURABLE OUTCOMES
1. Having completed the class activities, reading assignments, and writing assignments for Unit 1, the English Literature student will be able to do the following in a well organized and supported short essay exam: define “epic,” explain how each work in Unit 1 reflects the heroic and/or sacred tradition of the Old English Period, explain how each text in Unit 1 is representative of the context in which it was written, identify important themes in each text, and compare and contrast the themes of at least two texts in Unit 1.

2. Having completed the class activities, reading assignments, and writing assignments for Unit 2, the English Literature student will be able to do the following in a well organized and supported short essay exam: define “romance,” describe the basic characteristics of a romance hero, explain how each work covered in Unit 2 incorporates the medieval romance tradition, explain how each text in Unit 2 is representative of the context in which it was written, identify important themes in each text, and compare and contrast the themes in at least two works from Unit 2.

3. Having completed the class activities, reading assignments, and writing assignments for Unit 3, the English Literature student will be able to do the following in a well organized and supported short essay exam: define “comedy,” describe the comic elements of Shakespeare’s 《Twelfth Night》, describe the epic and the romance elements of Spenser’s 《The Faerie Queene》, describe the epic elements in Milton’s 《Paradise Lost》 and how Milton’s poem challenges the norms of traditional epic, describe the elements of the literary forms of poetry and drama, identify important themes in each text from Unit 3, explain how each text is representative of the context in which it was written, and compare and contrast how the literary form helps develop an important theme in at least one larger work and one shorter work from Unit 3.

4. Having completed the class activities, reading assignments, and writing assignments for Unit 4, the English Literature student will be able to do the following in a well organized and supported short essay exam: describe the ideals of the Neo-Classical tradition in literature, explain how each work in Unit 4 is representative of that tradition and how it challenges that tradition, define “satire,” explain the satiric elements in at least two of the works in Unit 4, identify important themes in each text from Unit 4, and compare and contrast an important theme in at least two works from Unit 4.

4. Having completed the class activities, reading assignments, and writing assignments for Units 1, 2, and 3, the English student will be able to produce textual analysis of at least one major work that goes beyond the scope of class lecture in a well organized, well supported, researched, and properly cited literary analysis conference-length paper.

V. OUTLINE OF COURSE CONTENT
(Reading assignments are due on the day that they are listed.)
Unit 1: The Old English Period
8/18 Thurs. Introduction to Class; Handout: “Caedmon’s Hymn”; Beginning of Discussion of the Old English Period
8/23 Tues. “The Middle Ages” pp. 1-7; “The Dream of the Rood” pp. 27-29; Continue Discussion of the Old English Period
8/25 Thurs. Beowulf pp. 29-64 (lines 1-1382)
8/30 Tues. Beowulf pp. 64-80 (lines 1383-2199)
9/1 Thurs. Beowulf pp. 80-100 (lines 2200-3182)
Review Sheet for Literary Quiz #1
9/6 Tues. Finish Beowulf and the Old English Period
Literary Quiz #1 (Multiple Choice and Passage ID/Discussion)
Unit 1 Exam Review Sheet (given out in class)

Unit 2: The Middle English Period
9/13 Tues. Unit 1 Exam
Chaucer Recitation Activity Assigned
9/20 Tues. Discussion of WB’s Prologue (Read over pp. 256-275, lines 1-862)
9/27 Tues. Sir Gawain and the Green Knight pp. 160-172 (Fitt 1: lines 1-490)
Harvard Chaucer Page Activity Assigned
9/29 Thurs. Sir Gawain and the Green Knight pp. 172-185 (Fitt 2: lines 491-1125)
Review Sheet for Literary Quiz #2
10/4 Tues. Sir Gawain and the Green Knight pp. 185-202 (Fitt 3: lines 1126-1997)
Paper #1: Short Analytical Essay Assigned
10/6 Thurs. SGGK pp. 202-213 (Fitt 4: lines 1998-2530)
Literary Quiz #2 (Multiple Choice and Passage ID/Discussion)
10/11 Tues. Finish SGGK
Unit 2 Exam Review Sheet
Harvard Chaucer Activity Page Due

10/3-10/7 and 10/10-10/13: Recitation of Lines 1-18 of the General Prologue of Chaucer’s Canterbury Tales (in Middle English) in Instructor’s Office: A sign-up sheet will be passed out.

Unit 3: The Early Modern Period

10/18 Tues.  No Class: Fall Break

10/20 Thurs.  Unit 2 Exam

10/25 Tues.  Edmund Spenser; *The Fairie Queene* pp. 752-763 (Book 1: Canto 4) and pp. 786-797 (Book 1: Canto 7)


Paper #1 (Short Analytical Essay) Due
Renaissance Poetry Short Research Assignment Assigned

11/1 Tues.  William Shakespeare, *Twelfth Night* Acts 2 and 3 (pp. 1094-1124)


Paper #2 Assigned


Renaissance Poetry Short Research Assignment Due
Review Sheet for Literary Quiz #3

Unit 4: The Eighteenth Century

11/15 Tues.  Finish *Paradise Lost*
Alexander Pope, *The Rape of the Lock* pp. 2493-2496 and pp. 2513-2532
(Read also “The Restoration and the Eighteenth Century” pp. 2057-2080)

11/17 Thurs.  Finish *The Rape of the Lock*
Handout on *Gulliver’s Travels*: Jonathan Swift, *Gulliver’s Travels* pp. 2418-2462 and pp. 2301-2303

Literary Quiz #3 (Multiple Choice and Passage ID/Discussion)
Final Exam Review Sheet

11/22 Tues.  Panels 1 and 2 for Conference

11/24 Thurs.  No Class: Thanksgiving Break

11/29 Tues.  Panels 3 and 4 for Conference

12/1 Thurs.  Panels 5 and 6 for Conference

Final Exam (on Units 3 and 4): in our classroom on Wednesday, Dec. 7, 9:00-10:50.

VI. LIBRARY ASSIGNMENTS
Paper #2 will involve research in the library and use of SCSU library resources. See the description of this project below for further information. A detailed assignment sheet will be distributed at a later date. In addition, the Renaissance Poetry Short Research Assignment will involve brief research in the library. A detailed worksheet for that assignment will be distributed at a later date.

VII. SPECIAL COURSE REQUIREMENTS
In addition to in-class quizzes and exams, there will be a short essay requiring careful close reading of a work of literature and a longer researched conference-length paper requiring each student to illustrate an understanding of the relationship between the social and historical context of a work of literature and a valid interpretation of that work.

VIII. METHOD OF EVALUATION

IN-CLASS ESSAY EXAMS
Exam on Unit 1 on Tuesday, 9/13: 10% of course grade
Exam on Unit 2 on Thursday, 10/20: 10% of course grade
These exams will be short essay exams and passage ID/discussion. Students will be given a set of passages from course literary texts to choose from and will write a brief response for each where they identify the author/text and then discuss that passage in relation to what it reveals about theme and characterization in the work of literature from which it comes. In addition, students will compare and contrast two texts in the unit in terms of theme, characterization, context, etc. in a short essay. Review sheets will be distributed ahead of time and there will be review sessions for the exams.

FINAL ESSAY EXAM ON UNITS 3 and 4: 10% of course grade
This will be an in-class final essay exam, based on the material covered in the semester for Units 3 and 4, that will be the same format as Exams 1 and 2. A review sheet for the final exam will be distributed during the last week of class. Students must take the exam on the day and time it is scheduled for class, so plan your vacation schedule (airline tickets, etc.) accordingly: The final exam will be on Wednesday, December 7, 9:00-10:50 in the regular course classroom.

LITERARY QUizzes: There will be three literary quizzes, worth 5% of the course grade each, for a total of 15% total. The quizzes will be a combination of matching/multiple choice sections on literary terms and short answer sections that will require students to identify passages from works covered in class and to briefly discuss important themes explored in those passages. Short review sheets will be distributed in class for each quiz. In addition, certain classes will begin with sample ID passages to facilitate class discussion and to practice for these quizzes. These quizzes are meant, in part, to help students prepare for the larger exams for the class. Students should consult the assignment schedule for the dates of the quizzes.

HARVARD CHAUCER PAGE ACTIVITY: 5% of the course grade
This project will be a detailed set of responses to the Harvard Chaucer Page, a site that provides further information about the cultural and literary context in which Geoffrey Chaucer lived and wrote. Students will access the website through the course Blackboard site. The assignment will be due on Tuesday, 10/11.

RENAISSANCE POETRY BRIEF RESEARCH ASSIGNMENT: 5% of the course grade
The Renaissance Poetry Short Research Assignment will involve brief research in the library about the development and history of the sonnet as a genre of poetry. A detailed worksheet for that assignment will be passed out later. It will be due on Thursday, 11/10.

MIDDLE ENGLISH RECITATION: 5% of the course grade
As part of the course requirements, Students will be expected to recite the first eighteen lines of the General Prologue of Chaucer’s Canterbury Tales in Middle English for the instructor in her office during a appointed time between 10/3-10/7 or between 10/10-10/13. There will be a sign-up sheet in class. Students and the instructor will practice these lines together in class and the instructor will provide students
with a recorded version of these lines to practice on their own. Students will not need to have the lines memorized.

PAPER #1 (SHORT ANALYTICAL ESSAY): 10% of the course grade
This shorter essay will be due on Thursday, 10/27. It will be 2-3 pp., typed and double-spaced, and will require that students do a close reading of a work of literature. A detailed assignment sheet will be passed out in class.

PAPER #2 (CONFERENCE PAPER) AND COURSE CONFERENCE PRESENTATION: 30% of course grade total
This 7-10 page, typed and double-spaced, paper will be due on Tuesday, 11/22. This assignment will be discussed in more detail, and the instructor will distribute a detailed assignment sheet at a later date. Paper Format will follow the guidelines for writing from the Modern Language Association (MLA). (Students should consult a good writing handbook.) These guidelines cover areas such as citation and manuscript format. I expect your paper to be in the following form: typed, double-spaced, one-inch margins, Times New Roman twelve-point font, titled, stapled, proofread. Put your name, my name, class name, and date on the left hand top corner. Do not include a cover page. A title should be centered at the top of the first page and should be specific to your topic. (“Term Paper: Chaucer” is not an appropriate title for your paper, and neither is “Beowulf.”) To be considered on time, paper must be turned in at the beginning of class on the day it is due. If a final draft is late, the instructor will accept the paper up until the time the final class grade is submitted, but the grade will be lowered automatically by 1/3 letter grade for every day it is late. This paper is worth 20% of the course grade.

Students will read their conference paper as part of a panel during the last few days of class, starting on 11/22 when the paper is due. Students will be expected to dress appropriately for a professional conference on the days their panels present. The instructor will be looking for evidence that each student practiced reading her/his paper and evidence that the each student has put in enough care into her/his project so that questions from the audience and instructor are thoughtfully answered.

ATTENDANCE POLICY: According to the SCSU student handbook, students are allowed three unexcused absences before there are penalties. In keeping with this policy, I will start deducting two points from your final course grade for every unexcused absence you have beyond three unexcused absences. (As a responsible college student, you shouldn’t have ANY unexcused absences.) If I am to consider an absence excused, you must bring me written documentation of a legitimate reason for that absence.

All written assignments will be graded according to the composition standard guidelines, which will be discussed in class, and not according to a curve.

IX. BIBLIOGRAPHY


---

**Other Class Policies**
1. **Students are expected to arrive in class prepared to discuss the assigned reading.** You should bring any questions or comments on the reading, and you should have read carefully, so that you can participate. This may require more than one reading of the assigned material. Obviously, you will get more out of our class discussions if you know what we are talking about. In addition, since this course is so reading intensive, falling behind can have serious consequences.

2. **Students are expected to come to class on time and attend the entire class.** If work or other matters are likely to interfere unduly with class attendance, you should drop this class and take the course at a more convenient time. **Be sure to consult the attendance policy for this class described on this syllabus in the section on Method of Evaluation.** I expect you to show respect to me as well as your fellow classmates; in other words, there should not be side conversations, work on other course work, etc. **Finally, all cell phones, beepers, and other electronic devices should be turned off before class begins.**

3. **Assignments must be handed in at the beginning of class when due, and tests must be taken at the times scheduled.** Exceptions: If you have an excused absence, documented in writing, you can make up work. In addition, if you have missed class to observe a religious holiday, you can make up the work involved. Such work must be made up within a week. **I DO NOT ACCEPT ASSIGNMENTS VIA E-MAIL.**

**Plagiarism:** Plagiarism is the use of another person’s work or ideas without acknowledging that use. You may not use anyone else’s ideas, conclusions, sentences, or phrases without properly citing that person as a source. If there is evidence of plagiarism in your work, you will need to meet with me, at which time we will discuss this serious situation. Depending on the situation, you will be asked to rewrite the assignment for a reduced grade, given an F on the assignment or given an F for the course. If more serious sanctions are necessary, they will certainly be considered. If you have a question about how to cite sources, read your writer’s handbook carefully and come to me with any questions before the due date.

**A Word of Encouragement:** Many people often approach older literature with trepidation, fearing that it will be too daunting for them. In addition, this class will keep you busy with reading and writing assignments. But if you are worried - - take heart. Keep up with the readings and writing assignments and come to class with any questions or issues for class discussion. Some of the texts may be a challenging read, especially if you have never encountered them before. Do your best with the reading, paying attention to plot, characters, themes, etc. I will not hold you responsible for knowing historical contexts not covered in the Norton reading or in class, but you will be responsible for knowing what has been covered in class and in the reading. As we read more and more, we will notice that these older texts reflect many of the same concerns that we have today. So they really are not that alien. Moreover, I LOVE teaching this stuff. **Please feel free to consult with me on any phase of your work in this class or any questions or concerns you may have.** My office hours are on the front of this course description. For those of you with other class and work conflicts, I can schedule alternative appointments that will work for both of us. Hopefully, by the end of the semester, you too will find one or two (or even more) works from our reading that speak to you in a special way. WELCOME TO THE CLASS!