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Course Change Form

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Attachments:

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ID	Attachment
Delete 478	ENG_241_Survey_of_Brit_Lit_I_syllabus_Giancarlo.doc

First | 1 | Last

Select saved project to retrieve...

NOTE: Start form entry by choosing the Current Prefix and Number
(*denotes required fields)

Current Prefix and Number:	ENG - English ENG 331 - SURVEY OF BRITISH LIT I	Proposed Prefix & Number:	ENG 241
* What type of change is being proposed?		<input checked="" type="checkbox"/> Major Change <input type="checkbox"/> Major - Add Distance Learning Minor - change in number within the same hundred series, exception 600-799 is the same "hundred series" Minor - editorial change in course title or description which does not imply change in content or emphasis Minor - a change in prerequisite(s) which does not imply a change in course content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s) Minor - a cross listing of a course as described above	
Should this course be a UK Core Course? <input type="radio"/> Yes <input checked="" type="radio"/> No If YES, check the areas that apply: <input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics			
1. General Information			
a. Submitted by the College of:		College of Arts & Sciences	
b. Department/Division:		English	
c.* Is there a change in "ownership" of the course? <input type="radio"/> Yes <input checked="" type="radio"/> No If YES, what college/department will offer the course instead? Select...			
d.* Contact Person Name:		Matthew Giancarlo	
Email:		matthew.giancarlo@uky; Phone: 7-1587	
* Responsible Faculty ID (if different from Contact)		Email: Phone:	
f.* Requested Effective Date:		<input checked="" type="checkbox"/> Semester Following Approval OR <input type="checkbox"/> Specific Term ²	
2. Designation and Description of Proposed Course.			
a. Current Distance Learning(DL) Status:		<input type="radio"/> N/A <input checked="" type="radio"/> Already approved for DL* <input type="radio"/> Please Add <input type="radio"/> Please Drop	
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box) that the proposed changes do not affect DL delivery.			
b. Full Title:		SURVEY OF BRITISH LITERATURE I Proposed Title: * SURVEY OF BRITISH LITERATURE I	
c. Current Transcript Title (if full title is more than 40 characters):		SURVEY OF BRITISH LIT I	
c. Proposed Transcript Title (if full title is more than 40 characters):		SURVEY OF BRITISH LITERATURE I	
d. Current Cross-listing:		<input checked="" type="checkbox"/> N/A OR <input type="checkbox"/> Currently ³ Cross-listed with (Prefix & Number): none	
Proposed - ADD ³ Cross-listing (Prefix & Number):			

Proposed -- REMOVE ^{3,4} Cross-listing (Prefix & Number):					
e. Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours ⁵ for each meeting pattern type.					
Current	Lecture 3	Laboratory ⁵	Recitation	Discussion	Indep. Study
	Clinical	Coloquium	Practicum	Research	Residency
	Seminar	Studio	Other: _____	Please explain: _____	
Proposed: *	Lecture 3	Laboratory ⁵	Recitation	Discussion	Indep. Study
	Clinical	Coloquium	Practicum	Research	Residency
	Seminar	Studio	Other: _____	Please explain: _____	
f.	Current Grading System:	ABC Letter Grade Scale			
	Proposed Grading System:*	<input type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail			
g.	Current number of credit hours:	3	Proposed number of credit hours:*	3	
h.*	Currently, is this course repeatable for additional credit?				<input type="radio"/> Yes <input checked="" type="radio"/> No
*	Proposed to be repeatable for additional credit?				<input type="radio"/> Yes <input checked="" type="radio"/> No
	If YES:	Maximum number of credit hours:			
	If YES:	Will this course allow multiple registrations during the same semester?			<input type="radio"/> Yes <input checked="" type="radio"/> No
i.	Current Course Description for Bulletin:				
	A survey of English literature from Beowulf to Milton. Students will explore a variety of important writers in light of their historical contexts.				
*	Proposed Course Description for Bulletin:				
	A survey of British literature from the Anglo-Saxon period to the later seventeenth century, with emphasis on different genres, periods, and cultural characteristics of the early English literary tradition. Texts and authors covered include Beowulf and Old English elegaic poetry; Middle English poetry and selections from Geoffrey Chaucer's Canterbury Tales; Renaissance lyrics, sonnets, and narrative poetry; the drama of Shakespeare; selections from John Milton's Paradise Lost; and more. Lecture. Fulfills ENG major Historical Survey Requirement and Early Period requirement. Provides ENG minor credit. Credit will not be given to students who already have credit for ENG 331.				
j.	Current Prerequisites, if any:				
	none				
*	Proposed Prerequisites, if any:				
	none				
k.	Current Supplementary Teaching Component, if any:			<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input checked="" type="radio"/> Both	
	Proposed Supplementary Teaching Component:			<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input checked="" type="radio"/> No Change	
3.	Currently, is this course taught off campus?				<input type="radio"/> Yes <input checked="" type="radio"/> No
*	Proposed to be taught off campus?				<input type="radio"/> Yes <input checked="" type="radio"/> No
	If YES, enter the off campus address: _____				
4.*	Are significant changes in content/student learning outcomes of the course being proposed?				<input type="radio"/> Yes <input checked="" type="radio"/> No

If YES, explain and offer brief rationale:				
English				
6. Course Relationship to Program(s).				
a.*	Are there other depts and/or pgms that could be affected by the proposed change? <input type="radio"/> Yes <input checked="" type="radio"/> No			
If YES, identify the depts. and/or pgms:				
b.*	Will modifying this course result in a new requirement ² for ANY program? <input checked="" type="radio"/> Yes <input type="radio"/> No			
If YES ² , list the program(s) here:				
This course will fulfill the Early Period Requirement and the Historical Survey for the revised ENG major.				
6. Information to be Placed on Syllabus.				
a.	<table border="1"> <tr> <td><input type="checkbox"/></td> <td>Check box if changed to 400G or 500.</td> <td>If changed to 400G- or 500-level course you must send in a syllabus and you must include the differentiation between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)</td> </tr> </table>	<input type="checkbox"/>	Check box if changed to 400G or 500.	If changed to 400G- or 500-level course you must send in a syllabus and you must include the differentiation between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)
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¹ See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.

² Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

³ Signature of the chair of the cross-listing department is required on the Signature Routing Log.

⁴ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

⁵ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

⁶ You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

⁷ In order to change a program, a program change form must also be submitted.

UK English 241-001, Fall 2013
Survey of British Literature I

Instructor: Dr. Matthew Giancarlo
Teaching Assistant: Mr. J. Seth Lee
Office Address: 1305 Patterson Office Tower
Email: matthew.giancarlo@uky.edu, j.sethlee@uky.edu
Office Phone: 257-1587
Office hours: T-Th 9:30-10:45

Course Description:

A survey of British literature from the Anglo-Saxon period to the later seventeenth century, with emphasis on different genres, periods, and cultural characteristics of the early English literary tradition. Texts and authors covered include *Beowulf* and Old English elegaic poetry; Middle English poetry and selections from Geoffrey Chaucer's *Canterbury Tales*; Renaissance lyrics, sonnets, and narrative poetry; the drama of Shakespeare; selections from John Milton's *Paradise Lost*; and more.

This is reading survey of British literature from *Beowulf* to Milton (500-1700), with special attention given to Old English, the *Gawain*-poet, Geoffrey Chaucer, Renaissance lyric, Edmund Spenser, Philip Sidney and the sonnet form, William Shakespeare's drama, Seventeenth Century metaphysical lyric, and John Milton's *Paradise Lost*. The focus of this course is almost exclusively on poetry, with a few prose texts. There are also readings in historical background for context.

Prerequisites:

None. Lecture. Fulfills ENG major Historical Survey Requirement and Early Period requirement. Provides ENG minor credit.

Student Learning Outcomes:

The three primary goals of this class are these: 1) a comprehensive introduction to canonical early English literature; 2) an introduction to some of the most important literary genres (e.g. epic, lyric, drama) and analytical categories & terms (e.g. character, irony, meter, imagery) for understanding literature; and 3) interest, argument, and enjoyment.

After completing this course, the student will be able to:

1. Identify major English poets and writers of the early British literary tradition;
2. Understand and explain many of the significant cultural influences on the literature of from the 7th century to the 17th century (e.g. religion, politics, gender roles, work and economics);
3. Use and understand basic terminology of literary analysis (relating to meter, genre, style, and content);
4. Analyze and interpret specific works of older British literature that stand at the foundation of the English-language literary tradition;
5. Critique the parameters of canon-formation and literary tradition;
6. Read Middle English and Early Modern English literature in the original language.

Required Materials:

The Norton Anthology of English Literature Vol. I: The Middle Ages through the Restoration and Eighteenth Century, 8th edition, Volume I parts A & B (Norton, 2006). ISBN 978-0393927177 and 978-0393927184.

Grading:

Grading scale for undergraduates:

A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; E = 59% or lower.

Unsubmitted work will receive a grade of 0.

Grades will be determined with these percentage weights:

- 30% weekly quizzes: 7 quizzes total, 6 for credit, = 5% per quiz
- 30% final exam
- 20% mid-term exam
- 20% participation and attendance, and possible in-class exercises

Assignments and Description of Work:

The **quizzes** will be given about every three or four class periods, starting in Week 3. There will be 7 quizzes. Your top 6 quiz scores will count toward your quiz grade. The **mid-term** exam will be given in class in Week 8. It will cover all course material studied to that point. The **final exam** will be given on the day & time determined by the University. It will cover all of the course material for the entire semester. **In-class exercises** will be small exercises assigned at the instructor's discretion during the term. These may include short writing responses, composing a sonnet, being responsible for a reading question, or something else. These generally will be graded pass-fail.

Final Exam Information:

The final exam will be given on the day and time assigned by the Registrar for a class in this time-slot. Please see the course calendar.

Mid-term Grades:

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

Course Policies (as per the University of Kentucky, the College of Arts & Sciences, the Dept. of English, and this class):**Submission of Assignments:**

Assignments are due on the days listed or set in consultation with the instructor. Quizzes cannot be made up without a valid excused absence. Written assignments may be submitted electronically on the due-dates listed. Students are responsible for the successful transmission and reception of submitted materials, whether via Blackboard or email. Email or computer failures will not be accepted as valid excuses for late work. Late work will be penalized by a full letter grade for each day it is past the deadline.

Attendance Policy:

Attendance is expected and mandatory. Each student can have two absences, for any reason, and still get an A (95%) for attendance. But each further day of absence will earn a letter grade reduction (-10%) in the participation grade. Missing more than 20% of classes (i.e., 7 or more during the semester) will result in a mandatory W or I (a "Permissive Withdrawl"), as per University Senate Rues 5.1.8.3 and 5.2.4.2. Please notify me if there are emergencies or problems, as per University Senate Rule 5.2.4.2. All University policies regarding disability accommodation will be observed.

Excused Absences:

Students need to notify the instructor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences:

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Academic Integrity:

Per university policy (S.R. 6.3.1), students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university, may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission. Please see the Student Rights and Responsibilities available online:

<http://www.uky.edu/StudentAffairs/Code/part2.html>.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where, and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability:

If you have a documented disability that requires academic accommodations, please see the instructor as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide the instructor with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Classroom Behavior:

Good decorum and civil behavior is expected from all students at all times.

Guidelines for this course:

1. Come to all the classes and do all the reading.
Barring unforeseen circumstances, I will be here for every class. My expectation is that you will be, too. A roll sheet or a quiz will be distributed at every class. Your personal signature on the roll or quiz is required for attendance credit.
2. Bring your textbook and syllabus to every class.
For the next 16 weeks the *Norton Anthology* will be the text from which we will share our readings. I will be citing them, quoting them, analyzing them and arguing with them. While you can just sit and listen, you will do much better if you have the text in front of you to read as well.
3. Don't get bogged down in the reading.
This class is explicitly designed as a *reading* class. There is a lot of reading. Some days it will be heavier than others. Overall, the syllabus is designed with the expectation that for *each* class, you will spend about one solid hour doing the reading—sometimes a bit more, sometimes a bit less. If you don't understand something, don't get too bogged down or frustrated. Keep reading. This is challenging material. That's why it is taught at the college level. Do the reading, take some notes, prepare for quizzes, and then come to lecture ready to learn about what you've just read.
4. Take your own notes.
I will organize the lectures to provide both background material and interpretive reading. Occasionally I will provide outlines. A lot of time during lecture will be given over to reading out loud and to "active" reading: deliberation, interpretation, and assessment. This is to help explain the literature, but also to provide you with *models* of discursive analysis. Take notes!
5. Get all the handouts and keep them.
Take notes on these, too. When the semester ends, you will then have a much better record of what you've learned and they will be a valuable resource for studying for the final.
6. Hold on to your quizzes.
7. Ask questions.
This is a large lecture class, but I really don't mind if you raise your hand and ask a question. I want to elicit questions and comments directly from you as the semester progresses.
8. Come to office hours.
9. The syllabus may change slightly.
The grading structure of this course will not change and overall the assignments will not change. But other things might. I might add or remove specific items from the reading. I might assign some in-class exercises. I might assign short response papers or substitute one for a quiz. I might break you into small groups for discussion. I might ask you to recite some poetry out loud. I might even give mastery quizzes at the end of class to help your memory. Please do not be upset if I exercise my judgment in introducing a bit of flexibility into the course.
10. Please be polite.
Please be considerate to me and to your classmates. Do not arrive late; if you are late, please take a seat quietly. If you must leave early, please sit by the door and leave quietly. Turn off your cellphone ringer. Please do not get up to go to the bathroom, get a snack, walk around, rustle to get your bags together, and so forth. I promise that I will let you out on time, every time. But for the time I have you in class, I want your attention and involvement. For my part, I will do my very best to be organized, informative, and engaging.

UK English 241-001, Fall 2013, T-Th 9:30-10:45, Prof. Giancarlo
Class syllabus reading schedule

NA = *Norton Anthology of English Literature*. Eighth Edition, Volumes IA-IB, or combined Volume I.

In-class handout = photocopy pages distributed during lectures.

Week Date Class subjects, reading assignments, quiz days* and exams**

- 1 [dates] **Course Introduction:** review of syllabus, grading, and class policies. **Introduction to English literary and linguistic history:** early English history; the Old English language.
Reading: "The Middle Ages to ca. 1485," NA 1-15: read for background.
"Medieval English," NA 15-21: we will go over this material in class.
The Venerable Bede, "Ecclesiastical History of the English People: The Story of Cædmon," NA 24-27 and in-class handout.
- 2 **Old English:** Alliterative poetry; heroic, elegiac, and biblical themes; dream vision, allegory.
Reading: "The Wanderer," NA 111-113
"The Wife's Lament," NA 113-14
"The Dream of the Rood," NA 27-29
the Old English version of "Genesis", in-class handout
begin reading *Beowulf*, NA 29-34, 34-61
Old English continued: character, heroism, and the social world of Old English folk epic.
Reading: *Beowulf*, NA 29-34, 34-61; 61-80.
- 3 * **Quiz #1:** first quiz over understanding Old English poetry and *Beowulf*.
Reading: *Beowulf* continued.
Beowulf and Old English concluded. Introduction and background to medieval chronicle and romance in the transition to Middle English.
Reading: *Beowulf*, NA 61-80, 80-100 (end).
Geoffrey of Monmouth, "History of the Kings of Britain," NA 118-120; the story of Leir and his daughters, in-class handout.
- 4 **Early Middle English:** Chronicle and legendary history; the Norman Conquest of 1066 and Anglo-Norman; feudalism, monarchy, estates; *Breton lai* and Arthurianism.
Reading: Marie de France, "Lanval", "Chevrefoil", NA 141-157.
Sir Gawain and the Green Knight, parts 1& 2, NA 160-62, 162-185.
* **Quiz #2** on early Middle English, Marie de France, and *Sir Gawain and the Green Knight*. **Late Middle English, The Ricardian Era (1377-1400):** history; late alliterative poetry; rhyme;

narrative poetry; chivalry, courtly love; character and characterization.

Reading: *Sir Gawain and the Green Knight concluded*, NA 185-213 (end).

- 5 **Geoffrey Chaucer (c. 1343-1400):** Biography and background; plague, revolt, religious controversy; English society and estates; influence of continental poetry (French & Italian); verse forms and rhyme; character, narrator, and irony.

Reading: "Geoffrey Chaucer", NA 213-216 (background)

The Canterbury Tales, "General Prologue", NA 216-218; 218-231: lines 1-42

(opening), 43-78 (the Knight), 79-100 (the Squire), 101-117 (the Yeoman); 118-162 (the Prioress), 165-207 (the Monk)

Chaucer continued: saints and rascals; high and low; earnest and game; men and women; experience and authority; sex and church doctrine; fantasy and reality.

Reading: *The Canterbury Tales*, "General Prologue" concluded, NA 231-238: lines 287-310 (the Clerk), 311-332 (the Sergeant of the Law), 333-362 (the Franklin), 447-478 (the Wife of Bath), 479-53, 531-543 (the Parson and the Plowman); 547-568 (the Miller); 671-716 (the Pardoner); 717-860: the Host's challenge and the beginning of the tale-telling contest.

The Canterbury Tales, "The Wife of Bath's Prologue", NA 256-275, lines 1-862 (read this with the provided outline)

- 6 * Chaucer continued: **Quiz #3** on Chaucer's language, the "General Prologue", the Wife of Bath's "Prologue"

Reading: "The Wife of Bath's Prologue" and "Tale", NA 275-284, lines 863-1270

"The Pardoner's Prologue" and "Tale", NA 284-298 (complete)

Geoffrey Chaucer and William Langland: late medieval social criticism, spirituality, and narrative form; Lollardy and the church; character, allegory, and theology.

Reading: "The Pardoner's Prologue and Tale", NA 284-298

The Vision of Piers Plowman, NA 331-333, 333-340, Prologue and Passus I; excerpts and summary of Passus 1-7.

- 7 **Popular genres:** medieval drama and lyric: styles of devotional and secular lyric; origins and types of drama: liturgical, civic cycle, mystery, morality; dramatic character and action.

Reading: "The Wakefield Second Shepherds' Play", NA 407-435.

Everyman, NA 463-484.

Popular genres concluded.

- 8 ** **Mid-term exam in class**

Tudor England, Renaissance Lyric, and the Sonnet: historical context; Petrarchan conceits; lyric forms and subjectivity; construction of the sonnet and close reading of lyric.

Reading: "The Sixteenth Century," NA 485-513 (background)

Francis Petrarch, sonnet examples (in-class handout)

Sir Thomas Wyatt the Elder, lyrics, NA 594-604: "The long love that in my thought doth harbor", "Whoso list to hunt", "Farewell, Love", "I find no peace", "My galley charged with forgetfulness", "They flee from me", "My lute, awake!"

Henry Howard, Earl of Surrey, lyrics, NA 607-615: "The soote season", "Love, that doth reign and live within my thought", "Alas! So all things now do hold their peace"

9 Renaissance lyric continued: Elizabeth, Raleigh, Marlowe, Spenser: Elizabethan court culture; melancholy and pastoral.

Reading: Verse exchange between Elizabeth and Raleigh, NA 698-699.

Elizabeth I, NA 695-6: "The doubt of future foes", "On Monsieur's Departure".

Christopher Marlowe, NA 1022: "The Passionate Shepherd to His Love".

Sir Walter Raleigh, NA 917-923: "The Nymph's Reply to the Shepherd", "What is our life?", "Sir Walter Raleigh to His Son", "The Lie", "Farewell, false love", "Nature, that washed her hands in milk", "The Author's Epitaph, Made by Himself".

Edmund Spenser, 708-713: *The Shepheardes Calender*, "Aegloga Decima"

* **Quiz # 4** on lyrics and the sonnet form; Renaissance lyric continued: poesy and the freedom of creation; **Sidney & Spenser and the sonnet sequence.**

Reading: "Sir Philip Sidney", NA 947-948 (background)

Astrophil and Stella, NA 975-992 (selections)

"Edmund Spenser", NA 705-707 (background)

Amoretti and Epithalamion, NA 902-916 (selections)

10 *Spring Break, no class; begin reading Faerie Queene*

11 **Edmund Spenser (1552-1599):** Spenser "The Poet's Poet"; European epic romance; allegory; 'Renaissance self-fashioning' and political didacticism.

Reading: *The Faerie Queene*, Book I, "The Legende of the Knight of the Red Crosse", NA 714-752: "Letter of the Authors" Introductory stanzas, and Cantos 1-3.

Spenser continued: the various strategies of allegory

Reading: *The Faerie Queene*, Book I continued, NA 752-786: Cantos 4-6 (selections).

12 * **Quiz #5** on Spenser's *Faerie Queene*, cantos 1-9 (selections).

Reading: *The Faerie Queene*, Book I continued, NA 786-820: Cantos 7-9 (selections).

Reading: *The Faerie Queene*, Book I concluded, NA 820-856: Cantos 10-12 (end). Begin Shakespeare's *Twelfth Night*.

- 13 **William Shakespeare (1564-1616) and Elizabethan drama:** Shakespeare the center of the English canon; Shakespeare the innovator. The “invention of the human” and the re-creation of Everyman. The text of Shakespeare.
Reading: “William Shakespeare”, NA 1058-1060 (background)
Twelfth Night Acts I-III, NA 1077-1124.
- * **Quiz #6** on Shakespeare and *Twelfth Night*.
Reading: *Twelfth Night*, Acts III-V, NA 1108-1139 (end)
King Lear, Acts I-III, NA 1139-1195.
- 14 Shakespeare concluded: *King Lear* as revision and violation of genre.
Reading: *King Lear*, Acts III-V, NA 1180-1223 (end). Begin Donne.
The Seventeenth Century and the “Metaphysical Poets”: Metaphysical conceits, the radical reframing of lyric; reading a metaphysical “lyric”. Men & women revisited and the 17th century emergence of a female poetic voice.
Reading: “John Donne”, NA 1260-1262 (background)
 Donne lyrics, NA 1263-1281: “The Bait”, “The Flea”, “the Good Morrow”, “Song”, “The Sun Rising”, “The Indifferent”, “The Canonization”, “A Valediction: Forbidding Mourning”.
 Robert Herrick lyrics, NA, 1655-1666: “The Vine”, “Delight in Disorder”, “Corinna’s Going A-Maying”, “To the Virgins, to Make Much of Time”.
 Katherine Philips lyrics, NA 1690-1695 (all).
 Andrew Marvell lyrics, NA 1695-1736: “To His Coy Mistress”, “The Definition of Love”, “The Mower to the Glowworms”, “The Mower’s Song”.
 Aemilia Lanyer lyrics, NA 1314-1319: Salve Deus Rex Judaeorum, “Eve’s Apology”.
 Margaret Cavendish lyrics, NA 1773-1776: “The Poetess’s Hasty Resolution”, “Hunting of the Hare”.
 Mary Wroth sonnets, NA 1457-61: *Pamphilia to Amphilanthus* (all).
- 15 **John Milton (1608-1674):** the greatest English epic poet. History of the Revolution and interregnum; Milton the propagandist and controversialist; Milton the destined poet. Milton’s Satan.
Reading: “John Milton”, NA 1785-1789 (background)
 Sonnets: “How Soon Hath Time” and “When I Consider How My Light is Spent”, NA 1826-28
Paradise Lost Book 1, NA 1831-1850
Quiz #7 on Milton and *Paradise Lost* Books 1-4.
Reading: *Paradise Lost* Books 2-4, NA 1850-1908.

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Milton's *Paradise Lost* continued

Reading: *Paradise Lost*, Books 5-9

Milton's *Paradise Lost* continued

Reading: *Paradise Lost*, Books 10-12 (selections, end).

Course conclusion; retrospective overview; course evaluations.

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**

Final Exam: XXX [day & time set by Registrar] : exam covering the entire semester.

Quiz dates:

XXX [dates entered here]

Exam dates:

XXX [dates entered here]

Other important dates: XXX [date entered here]: last day to change grade option or drop a course

XXX [date entered here]: semester mid-term

XXX [date entered here]: last day to withdraw (W) from a course

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Details of Course/Program ID(ENG 331)

WORKITEM ID	Workflow Status	Date	Time
000010363554	DEPARTMENT RECEIVED	2012-06-28	12:39 PM
000010369558	DEPARTMENT APPROVED	2012-06-28	15:45 PM
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000010394300	Approved by College	2012-09-25	14:32 PM
000010920556	Received by UGC	2012-09-25	14:32 PM
000010920558	Approved by UGC	2012-11-20	08:59 AM
000011251304	Received by Senate Council	2012-11-20	08:59 AM

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ENG 339	Display Form	Course	New	ARTS & SCIENCES	7/30/2011
ENG 341	Display Form	Course	New	ARTS & SCIENCES	7/1/2011
ENG 342	Display Form	Course	Change	ARTS & SCIENCES	5/1/2011
ENG 345	Display Form	Course	New	ARTS & SCIENCES	7/30/2011
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