English 2310
British Literature to 1785

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This syllabus supplements the Sophomore Literature Program Syllabus, available online at www.english.txstate.edu.

Required Text
*Norton Anthology of English Literature, 9th edition, Volumes A, B, & C*

Course Description

English 2310 is a survey of British literature from the beginnings in Anglo-Saxon times through the 18th century. Readings cover major literary genres, including poetry, drama, and fiction and are intended to introduce students to the wide range of literary themes and styles that continue to influence world literature and culture today.

Learning Outcomes
The Department of English has adopted student-learning outcomes for general education courses in writing and literature and for degree programs in English. These outcomes are available for your review at www.english.txstate.edu. On that page, pull down the Student Resources menu and go to "Learning Outcomes."

If you are a student with a disability who will require accommodation to participate in the course, please contact me as soon as possible. You will be asked to provide documentation from the Office of Disability Services. Failure to contact me in a timely manner may delay your accommodations.

Course Assignment Requirements

- Five (5) quizzes based on assigned selections from *Norton Anthology of British Literature*
- Two (2) short answer tests
- Two (2) approximately 500 word essays

Grade Breakdown

- Quizzes (1-5): 10%
- Midcourse Short Answer Test: 15%
- Final Short Answer Test: 15%
- Essay #1: 30%
- Essay #2: 30%

Assignment Details
The required assignments are given to assess students’ retained knowledge of the text as well as initiate critical reflection upon the themes presented by the various authors. Students may use the
course textbook to complete each of the course’s assignments, including the short answer tests and essays.

The five quizzes are timed multiple choice assessments (30 minutes permitted per quiz) that cover the material from each of the five main lessons. Students who read the assigned texts should perform well on the quizzes.

The two short answer tests invite students to critically engage with the course material. While the quizzes are objective in their scope, the short answer tests are subjective in that there are no absolutely right or wrong responses. The short answers (which will range in length between 3 to 5 sentences) are intended to challenge students to make connections between the texts and the larger themes surrounding the respective historical periods. Students must complete each of the short answer tests (in the 2.5 hour time limit) before proceeding to write the respective essays.

Each of the two essays (approximately 600+ words each) comprise two components:

1. **an Analytical Section** in which students will craft formal, extended interpretations of several of the assigned texts (approximately 200 words per response)

2. **a Creative Section** in which students will emulate one of the genres featured in the course readings

To receive full credit in the Analytical Section, students must write in the tone of and with the same academic rigor of the standard college essay; think of these responses as more robust versions of the Short Answer Test responses. To receive full credit for the Creative Section, students will need to closely adhere to the instructions laid out in the essay prompt; if you’re asked to write a certain type of poem, for instance, the rhyme and meter will need to follow the appropriate form for that style of verse.

**Note:** you must wait until a completed short answer test or essay is graded and returned to you before submitting a new written assignment.

**Course Progression**

Students will complete each of the five main lessons one at a time, following the below progression of assigned readings and required assignments:

**Lesson 1 – EARLY MIDDLE AGES**
*Reading:* The Dream of the Rood, The Wife’s Lament, Beowulf, Cuchalainn’s Boyhood Deeds
*Assignments:* Lesson 1 Quiz

**Lesson 2 – CULTURAL CHANGES**
*Reading:* Geoffrey Chaucer, Sir Gawain and the Green Knight, Julian of Norwich, Margery Kempe
*Assignments:* Lesson 2 Quiz

**Lesson 3 – EARLY MODERN PERIOD**
*Reading:* Thomas Wyatt, Henry Howard, Earl of Surrey, Sir Philip Sidney, William Shakespeare, John Donne, Mary Wroth, Andrew Marvell
*Assignments:* Lesson 3 Quiz

**Lessons 1-3 Writing Assignments:**
Lesson 4 – ENGLISH DRAMA

*Reading:* William Shakespeare and John Milton

*Assignments:* Lesson 4 Quiz

Lesson 5 – THE RESTORATION

*Reading:* Lawrence Stern, Jonathan Swift, Eliza Haywood, Samuel Johnson

*Assignments:* Lesson 5 Quiz

Lessons 4-5 Writing Assignments:

- Final Short Answer Test
- Essay #2

Supplemental Instructional Materials

I’ve included an introductory video (in which I casually introduce each lesson’s content) and a screencast (that lays out the lesson’s central themes and points to consider) at the beginning of each lesson. Students who watch the introductory videos and view the screencasts will have a clear understanding of what to expect in the short answer tests and essay prompts.

Students also should read the three introductory essays in the Norton Anthology that provide commentary on the literature of this period. They are “Introduction to the Middle Ages,” “Introduction to the Sixteenth Century,” and “Introduction to The Restoration & the Eighteenth Century.” I strongly suggest you read them before you undertake Lesson 1 and that you refer to them again as you go along through the course.

Finally, I included essay-writing resources that provide a clear understanding of my expectations for the essay assignments.

Faculty-Student Contact

According to “Seven Principles for Good Practice in Undergraduate Education,” faculty-student contact is very important. Even though this is a correspondence course, I encourage you to contact me if you have any concerns, questions, or problems. You are welcome to e-mail me by using the Mail tool in the left menu bar. (It is important to keep all mail related to this course contained within this TRACS site.) My policy is that during non-holiday breaks or announced away times, any email I receive between Monday morning and Friday at noon will receive a reply within 48 hours. Emails received between Friday at noon and Sunday night will receive a reply on the next business day.

Free Tutoring Resources

A variety of free tutoring resources are available for students enrolled in correspondence courses. All correspondence students have access to several hours of free online tutoring from Smarthinking for subjects ranging from grammar and writing to mathematics and Spanish. For information on accessing these resources, please visit the Office of Distance and Extended Learning’s Free Tutoring page. Currently-enrolled, degree-seeking students able to visit the Texas State campus are eligible for free in-person tutoring from the University Writing Center on the first floor of ASBN, the Student Learning Assistance Center (SLAC) on the fourth floor of Alkek Library, and from the Math CATS (Computer & Tutoring Service) in Derrick 233.
Canvas Technical Support
The Technical Requirements page identifies the browsers, operating systems, and plugins that work best with Canvas. If you are new to Canvas, check our the Texas State ITAC Canvas Support page.

Correspondence Course Information
As a correspondence studies student, it is your responsibility to be familiar with correspondence-related policies and services. To this end, I encourage you to review the Correspondence Course Information web page.

Students Requiring Accommodations
The Office of Distance and Extended Learning is committed to helping students with disabilities achieve their educational goals. A disability is not a barrier to correspondence study, and we strive to provide reasonable accommodations to individuals in coursework and test taking. Students who require special accommodations need to provide verification of their disability to the Office of Disability Services, Suite 5-5.1 LBJ Student Center, 512.245.3451 (voice/TTY).

Students should then notify the Office of Distance and Extended Learning at corrstudy@txstate.edu of any disability-related accommodation needs as soon as possible to avoid a delay in accommodations.

Academic Integrity
The Texas State Academic Honor Code applies to all Texas State students, including correspondence students. The Honor Code serves as an affirmation that the University demands the highest standard of integrity in all actions related to the academic community. As states in the Texas State Student Handbook, Violation of the Honor Code included, but is not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials.