**English 512 Syllabus**

Spring 2015

*Writing Intensive*

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| **Instructor:** Kimberly Young | **Office:** Hamilton Smith 37 |
| **Time:** TR 8:00 am-9:40am | **Email:** kms253@unh.edu |
| **Room:** Hamilton Smith 103 | **Office hours:** TR 10:00am-11:00am |

**Course Description**

Selected works in poetry and prose will be considered in chronological order and in relation to a historical context. Attention will be paid to the works and to the ideas and tastes of their periods. Texts covered will range from the Anglo-Saxons to the Elizabethans. This course is writing intensive, and will require a great deal of reading, writing, and discussion. The goal of this course is to familiarize you with important works of English Literature, as well as to prepare you to perform your own unique and analytical interpretations of any text you might encounter.

**Required Texts**

Norton Anthology of English Literature 9th Edition, Volumes A and B

*(other editions are acceptable, but note that some works may not be included and the page numbers will most likely be different)*

**Grade Breakdown**

Blog posts—20%

Participation—10%

Paper 1—15%

Paper 2—10%

Paper 3—15%

Final Test—10%

Final Paper—20%

**Requirements**

*Blog posts*

Every day that there are readings due, you will need to post a one-paragraph response on your Blackboard blog to one of the readings ***before midnight***. This response should be a close reading of the text which engages with the text’s themes, images, symbols, language, historical contexts, etc. The purpose of the blog post is to get you thinking about the text, making personal connections, and generating new ideas. Doing this writing should help prepare you to participate in class and to develop paper ideas. Blog posts are “low stakes,” meaning that they will be evaluated based on your effort at using them as a learning experience; in other words, if every post isn’t brilliant and grammatically perfect, don’t worry—this is *writing to learn*!

*Participation*

You are expected to actively participate in all class discussions. Your blog posts should prepare you to engage in the conversation. The class will be most effective when all students are contributing to the class discussion.

*Short papers*

There will be three short papers of 3-5 pages that deal with specific works that we will be reading. These assignments will ask you to deal with concepts and themes that are important to the texts/periods being discussed. Research will not be required for these assignments.

*Final Exam*

The final exam will consist of a single essay question which asks you to make connections between various works, authors, themes, and contexts that have been studied throughout the semester. It will be an in-class exam. Books can be used, but not notes or computers.

*Final Paper*

The final paper will allow you to explore a topic that is of interest to you. You will choose a work or works that you would like to write about, formulating an original thesis. The paper should include support for the thesis in the form of original ideas and outside research. The paper will be 8-10 pages and will be due one week after the final class.

**Late Policy**

Blog posts are to be finished before class on each day when there are readings. If they are late, not credit will be given. Each of the papers must be submitted to Blackboard before class time on the day that it is due. For each day that a paper is late, one letter grade will be deducted.

**Attendance**

There is no formal attendance policy; however, missing class will be detrimental to your class participation. Therefore, excessive absences will result in a decrease in your participation grade. If you are absent, you are still expected to submit your blog posts and other assignments on time.

**Cell Phone Policy**

Cell phone use in class will not be tolerated. This includes phone calls, text messaging, and internet use. If I see your phone out, I will take away your participation points for the class period. If you have an extenuating circumstance (for example, if you are a medical professional on call or have a family situation) please see me before class.

**Writing Center**

The writing center is available for students who need help with their writing, or wish to share ideas, work through concepts, and fine-tune their writing. Please visit the center by appointment of by dropping in at the center in the library. [www.unh.edu/writing](http://www.unh.edu/writing); 862-3272

**Disability Services for Students**

If you are a student with a documented disability who will require accommodations in this course, please register with Disability Services for Students (118 MUB, 2-2607) for assistance in developing a plan to address you academic needs. I will be unable to make any accommodations without a letter from disability services.

**Schedule of Readings and Assignments**

**Anglo-Saxon**

W 1/21—Introduction to course/syllabus

F 1/23—Beowulf

M 1/26—Beowulf continued

W 1/28—The Wanderer

F 1/30—The Wife’s Lament

M 2/2—paper workshop

**Middle English**

W 2/4—Sir Gawain and the Green Night

 ***Assignment—first paper due***

F 2/6—Geoffrey Chaucer: The Canterbury Tales—The General Prologue; The Miller’s Prologue and Tale

M 2/9—Geoffrey Chaucer: The Canterbury Tales—The Wife of Bath’s Prologue and Tale; The Nun’s Priest’s Tale

W 2/11—William Langland: The Vision of Piers Plowman

F 2/13—Margery Kempe: The Book of Margery Kempe

M 2/16—The Wakefield Second Shepherd’s Play

W 2/18—Sir Thomas Malory—Mort D’arthur

F 2/20—Everyman

M 2/23—paper workshop

**BOOK 2**

**16th Century**

W 2/25— Sir Thomas More: Utopia

 ***Assignment—second paper due***

F 2/27—John Calvin: The Institution of Christian Religion; Thomas More: A Dialogue Concerning Heresies; Anne Askew: From The First Examination of Anne Askew; Book of Common Prayer: From The Form of Solemnization of Matrimony

M 3/2—Women in Power: Lady Jane Grey, Second Letter to her father; Elizabeth I, Verses Written with a Diamond and Her Golden Speech

W 3/4—Edmund Spenser: The Faerie Queen

F 3/6—Sir Walter Raleigh: The Nymph’s Reply to the Shepherd; Farewell, False Love; Nature, that Washed Her Hands in Milk

 ***Assignment—paper proposal due***

M 3/9—Sir Philip Sidney: The Defense of Poesy; Astrophil and Stella, parts 1 and 2

W 3/11—Christopher Marlowe: The Passionate Shepherd to his Love; Dr. Faustus

F 3/13—William Shakespeare: Sonnets 3, 18, 33, 71, 105, and 116

M 3/23—William Shakespeare: Twelfth Night Acts 1 & 2

W 3/25—William Shakespeare: Twelfth Night Acts 3, 4, & 5

F 3/27—Beaumont and Fletcher: The Knight of the Burning Pestle (BB)

M 3/30—paper workshop

**17th Century**

W 4/1—John Donne: The Flea; A Valediction: Of Weeping; Sapho to Philaenus

F 4/3—Aemilia Lanyer: Salve Deus Rex Judaeorum (all parts)

 ***Assignment—third paper due***

M 4/6—Ben Jonson: Valpone and To My Book

W 4/8—Mary Wroth: The Countess of Montgomery’s Urania (all parts)

F 4/10—John Webster: The Duchess of Malfi

M 4/13—Sir Francis Bacon: Of Marriage and Single Life; The New Atlantis

W 4/15—Robert Herrick: Upon the Loss of His Mistress; Corina’s Going A-Maying; To the Virgins, to Make Much of Time; Upon Julia’s Clothes

F 4/17—Andrew Marvel: A Dialogue Between the Soul and Body; To His Coy Mistress; The Mower to the Glowworms

M 4/20—Margaret Cavendish: The Poetess’s Hasty Resolution; The Hunting of the Hare

W 4/22—John Milton: Paradise Lost—Books1-4

F 4/24—John Milton: Paradise Lost—Books 5-8

M 4/27—John Milton: Paradise Lost—Books 9-12

W 4/19—Aphra Ben: Oroonoko: excerpt (BB)

F 5/1—final paper workshop

M 5/4—final

***\*\*Final paper due—May 11***