

## COURSE SYLLABUS

**TITLE:** Eng 204:

**TEXT:** X.J. Kennedy. LITERATURE. Seventh Compact Edition. Pearson 2007.

**INSTRUCTOR:** Craig R. Barrette, Ph.D.  
Rm. 255 Administration Building  
686-9549 (office) 683-2841 (home) E-mail: craigb@brescia.edu  
Hours: MWF 10-11; MW 2-3; TTh 8:30-11

**COURSE DESCRIPTION:** An introduction to fiction, poetry, and drama through reading, discussion, and analysis of representative selections, this course seeks to increase enjoyment of literature by giving students a thorough understanding of its basic elements. Upon completion of this course, students should be able to express judgments confidently concerning the value and meaning of literature.

**Student Learning Outcomes:** Upon course completion, students will have demonstrated the following:

- An ability to understand the purpose of representative works of literature as demonstrated in class discussion, oral reports, written exams, and researched essays. (CCRW 1-2, 4-10) (CCRR 1-10)
- An awareness of the function of basic literary elements as they interact with each other to produce literary meaning as demonstrated in class discussion, oral reports, exams, and researched essays/projects. (CCRW 1-2, 4-10) (CCRR 1-10)
- A basic understanding of the location, evaluation, and use of literary scholarship as demonstrated through researched essays and appropriate projects. (CCRR 1-10) (CCRW 1-10)

### **Relationship of English 204 to Brescia University Educational Outcomes**

Skills:

1. Thinking: Defending judgments concerning the analysis/meaning of individual selections; clarify such judgments in writing.
2. Research: Research necessary for documented essays.
3. Communication: Oral reports and readings/explications of poems; essays of explication, analysis, and comparison; group discussion.
4. Creativity: Discussion and analysis of literary works.

Values:

Each value is addressed in several different selections. Many works promote justice and value creation, as well as reveal diversity and foster personal growth. Literature tends to convey contradictory values, thus encouraging thought and development of personal value systems and judgments.

Knowledge:

The selections in the text are drawn from a variety of historical eras and written by people of many backgrounds and cultures. Many address philosophical and religious issues from a variety of perspectives. All discussions and activities foster an enhanced knowledge of literature, but very few deal with science and technology directly--generally only to question their value.

### **Relationship of English 204 to NCATE/NCTE Standards:**

#### **Students will demonstrate knowledge of, and uses for:**

**3.5.1** – Works representing a broad historical and contemporary spectrum of United States, British, and world, including non-Western literature;

**3.5.2** – Works from a wide variety of genres and cultures, works by female authors, and world by authors of color;

**3.5.4** – A range of works of literary theory and criticism;

**PREREQUISITE:** English 102 or equivalent.

### **REQUIREMENTS:**

1. Attendance: No student may miss more than 20% of the class sessions and receive credit for the course. Frequent absences may result in a reduced course grade.
2. Class participation, and reading quizzes: 10%
3. Exams (3): 60%
4. Writing assignments (2): 30%
  - a 750-word explication of a short story
  - a 500-word explication of a poem

\*\*Both essays must include evidence of library research--at least two sources cited in MLA form.

### **GRADING SCALE AND EXPECTATIONS:**

93-100 A as reflected in consistent attendance, high quality participation (written and oral) revealing mastery of course content and creative, independent thought

85-92 B as reflected in consistent attendance, quality class participation and quality written work revealing general mastery of course content and some evidence of independent thought

77-84 C as reflected in consistent attendance, infrequent oral class participation and written work revealing average mastery of course content but little evidence of independent thought. Written work may not reveal principles of sound composition.

69-76 D frequent absences; infrequent class participation and written work revealing little mastery of course content or principles of sound composition.

**MAKE-UP POLICY:** A missed quiz may not be made up. The lowest grade will be dropped. Late assignments are penalized 10% and must be turned in within one week of the due date unless other arrangements are made in advance.

### **COURSE SCHEDULE ENG 204 Fall 2014**

#### **August**

22 Orientation  
27 Ch. 1 Reading a Story  
29 Ch. 2 Point of View

#### **September**

3 Ch. 3 Character  
5 Ch. 4 Setting  
10 Ch. 5 Tone and Style  
12 Ch. 6 Theme  
17 Ch. 7 Symbol  
19 Critical Casebooks  
24 Fiction Exam  
26 Ch.12 Reading a Poem

**October**

- 1 Ch. 13 Listening to a Voice  
3 Ch. 14 Words  
8 Ch. 15 Saying and Suggesting  
**Fiction Analysis Due**  
10 Ch. 16 Imagery  
15 Ch. 17 Figures of Speech  
22 Ch. 18 Song  
24 Ch. 19 Sound  
29 Ch. 20 Rhythm

**November**

- 3 Ch. 21 Closed Form  
5 Ch. 22 Open Form  
7 Ch. 23 Symbol  
12 Poetry Exam  
14 Drama Ch. 31 Reading a Play  
19 Ch. 33 Sophocles (Oedipus video)  
**Poetry Explication Due**  
21, 26 OTHELLO

**December**

- 3, 5 A DOLL'S HOUSE

- 10 Final Exam**

## English 321: English Literature I

- INSTRUCTOR:** Ellen Dugan-Barrette, Ph.D.  
Professor of English  
Room 257 Administration Building  
686-4258 (Office)  
683-2841 (Home)  
E-mail: ellend@brescia.edu
- OFFICE HOURS:** M: 9:00-10:00; 11:00-12:00; 1:00-3:00  
W: 9:00-10:00; 11:00-12:00  
TTh: 8:00-9:30  
F: 9:00-10:00  
Other hours by appointment
- PREREQUISITE:** 200-level literature class.
- TEXT:** *The Norton Anthology of English Literature*, Vols. A, B, and C.  
Ninth Edition. New York: Norton, 2012.  
A novel from the list provided

### RELATION OF COURSE TO GENERAL EDUCATION AND MAJOR

**REQUIREMENTS:** This course fulfills a major requirement for English majors including those seeking secondary certification. For others this course may satisfy an upper-level literature requirement in the Language and Literature component in the GER.

### EVIDENCE OF ACTIVITIES DESIGNED TO ADDRESS EDUCATIONAL OUTCOMES:

*Skills:*

Thinking: Applying analysis to reading and research assignments

Research: Annotated bibliography and oral reports

Communication: Written reports, annotated bibliography, and essay exams

Creativity: Analysis of reading and class discussion

*Values:*

The content of the reading represents the work of diverse elements of English culture and fosters an appreciation of these elements.

*Knowledge:*

The content of the reading deals with religion, philosophy, history, and literature.

### DESCRIPTION OF COURSE CONTENT INCLUDING PRIMARY COURSE

**OBJECTIVES AND PRINCIPAL INSTRUCTIONAL TECHNIQUES:** This course is a chronological study of the major movements and authors of English literature from Old English poetry and prose up to and including the Eighteenth Century (CCRR 1-10). This course requires students to read a great deal outside of class, listen attentively to lectures and oral reports, take part in discussions of the assigned material, be prepared to present their insights on particular

assignments to the whole class, and perform research in areas of personal interest related to readings in the course (CCRR 1-10; CCRW 1-2; 4-10).

**NCATE/NCTE Standards Addressed:**

- 2.2 – Students will use ELA to help their students become familiar with their own and others’ cultures;
- 2.4 – Students will use practices designed to assist students in developing habits of critical thinking and judgement;
- 3.1.5 – Students will demonstrate knowledge of the evolution of the English language and the historical influences on its various forms and use this knowledge in their teaching;
- 3.3.1 – Students will respond to and interpret, in varied ways, what is read, teaching their students how to do this as well;
- 3.3.3 – Students will use a wide variety of strategies to comprehend, interpret, evaluate, and appreciate texts and teach those strategies to students;  
Students will demonstrate knowledge of, and uses for:
- 3.5.1 – Works representing a broad historical and contemporary spectrum of United States, British, and world, including non-Western, literature;
- 3.5.2 – Works from a wide variety of genres and cultures, works by female authors, and works by authors of color;
- 3.5.4 – A range of works of literary theory and criticism;

<b>COURSE REQUIREMENTS AND METHODS OF EVALUATION:</b>	<b>GRADING:</b>
Quizzes	(10%)
Card report on a novel	(15%)
Annotated Bibliography on a research question (10-15 entries minimum; 250 words each)	(20%)
Oral Reports and Participation	(5%)
Four Exams (Final exam includes one comprehensive question and one question on research)	(50%)

<b>*EXTRA CREDIT REPORTS: TOPICS (three points on an exam)</b>	<b>Written report/a five-minute class presentation</b>	<b>DATE DUE</b>
<b>Julian of Norwich and Margery Kempe</b>	<b>Medieval Mystics</b>	
<b>Middle English Lyrics</b>	<b>Form and Theme</b>	
<b>Women in Power</b>	<b>The Education of Women</b>	
<b>The Great London Fire</b>	<b>Natural Disasters</b>	

**ATTENDANCE:**

A student who misses more than 20% of the class session will not receive credit for the course. If you will miss an in-class activity, you must call me or send an e-mail to make arrangements in advance of the missed class. Students who will miss class for University-sponsored events must make arrangements with me **before** the scheduled absence.

## **ASSIGNMENTS:**

LATE ASSIGNMENTS WILL NOT BE ACCEPTED. Should I, at my discretion, wish to accept a late assignment because of extraordinary circumstances, I will assess an automatic, two-letter-grade penalty. Late quizzes must be made up before the next class period; otherwise, the grade is zero. You may drop a quiz grade. If you are absent for an exam, please note that you take a make-up exam (a different exam).

All assignments must be submitted in hard copy; I will accept e-mail submissions only in an emergency.

## **WAYS TO COMMUNICATE:**

I will use your student e-mail address to contact you. I will send a test message within the first two weeks of class; please respond. I have prepared a LibGuide for this class, please consult it regularly. Access the guide by going to the Library web page or using the following address: <http://libguides.brescia.edu/content.php?pid=483021>.

**PLAGIARISM: Work that is submitted by a student and actually written in whole or in part by someone else will receive a zero; I will notify the Academic Dean. Improper documentation of sources may also be considered plagiarism. Consult the *MLA Handbook* for details. Please be advised that while the Internet may offer opportunities to borrow material for an assignment, the Internet also allows me to locate that very same borrowed material.**

**CLASSROOM ETIQUETTE:** Ordinarily, students do not eat in class nor do they ordinarily leave the room to use the restroom. If you are ill or have a medical issue, please advise the instructor. Children may wait in the foyer or in the second-floor lounge. Please turn off cell phones and do not text during class.

## **ACCOMMODATIONS:**

Reasonable accommodations are available for students with a documented disability. If you have a documented disability and may need accommodations to participate fully in this course, please contact Dr. Dolores Kiesler (Office 254 on the second floor of the Administration Building). All academic accommodations must be approved through her office. Please stop by or call 270-686-4259 to make an appointment.

## **GENERAL GRADING STANDARDS FOR UPPER-LEVEL LITERATURE COURSES:**

A 93-100

Consistent attendance; high quality written and oral participation revealing mastery of course content; creative independent thought; force and clarity in expression; superior research skills

B 85-92

Consistent attendance; good class participation revealing general mastery of course content and some evidence of independent thought; clear, accurate writing, good research skills

C 77-84

Consistent attendance; infrequent or ineffective class participation; written work reveals some mastery of course content but little evidence of independent thought; writing generally lacks force and clarity; average research skills

D 69-76

Frequent absences; infrequent and ineffective class participation; written work reveals little mastery of course content and often serious deficiencies in form; poor research skills

F below 69

Work consistently below upper-level expectations in any of the above areas

**Daily Assignments**  
**English 321**  
**Fall 2014**

You will be responsible for all the introductory material in the text appropriate for the identified periods and authors.

Periodically I will ask you to write a one- or two-paragraph reaction to reading due for a particular day. Your efforts will be graded based upon how well you show your preparation for the day's work and your insight into it. These quizzes will be unannounced.

You will give oral reports as assigned. The list of Eighteenth Century novels, together with a model for a Card Report, is located on the Lib Guide. Please check the LibGuide regularly for materials that support the class.

<b>August</b>	22	THE OLD ENGLISH PERIOD
	27	Bede: "Caedmon's Hymn" "The Dream of the Rood" "The Wanderer" "The Wife's Lament" / "Judith"
	29	<i>Beowulf</i>
<b>September</b>	2	<b>Labor Day-No Classes</b>
	3	THE MIDDLE ENGLISH PERIOD Chaucer: "The Prologue" See the following address for an interlinear modernization: <a href="http://www.courses.fas.harvard.edu/~chaucer/teachslf/gp-par.htm">http://www.courses.fas.harvard.edu/~chaucer/teachslf/gp-par.htm</a> (One pilgrim per person—bring in something emblematic of the pilgrim)
	5	Chaucer: "The General Prologue"
	10	"The Miller's Tale" "The Pardoner's Prologue and the Pardoner's Tale"
	12	The King Arthur Story <i>Sir Gawain and the Green Knight</i>
	17	<i>Second Shepherd's Play</i> (Video) <i>Everyman</i>
	19	Opening Mass /THE RENAISSANCE IN ENGLAND More: <i>Utopia</i>
	24	EXAM ON THE OLD ENGLISH AND MEDIEVAL PERIODS

- 26 Wyatt/Surrey: Poems (Paraphrases required as assigned)  
 Sydney: *The Defense of Poesy*  
 Marlowe: "The Passionate Shepherd to His Love"  
 Raleigh: "The Nymph's Reply to the Shepherd"
- October** 1 *Dr. Faustus*
- 3 Shakespeare's Sonnets: 3-12-18-29  
 Spenser: Sonnets 1-34-75
- 8 Shakespeare's Sonnets: 30-55-71-73-116-130  
 Hoby: "The Courtier"
- 10 EXAM ON THE SIXTEENTH CENTURY
- 15 THE SEVENTEENTH CENTURY  
 Donne: "The Good Morrow"; "Song"; "The Sun Rising";  
 "The Bait"; "A Valediction"; "The Relic"; "Elegy 19"  
 Holy Sonnets 5-10-14-18; Meditation 17
- 17-21 Fall Break-No Classes**
- 22 Webster: *The Duchess of Malfi* (Video)
- 24 Jonson: "To Celia"; "To Penshurst"  
 Herrick: All; Crashaw "The Flaming Heart"  
**Deadline: Research question**
- 29 Vaughan: "The Retreat"; "The World"; "They Are All into the World of Light"  
 Herbert: All
- 31 Marvell: "To His Coy Mistress"; "The Garden"; "The Mower Against Gardens"; "An Horatian Ode"  
 Bacon: "Of Truth"; "Of Marriage"; "Of Studies" (Outline one essay)
- November** 5 Milton: "Lycidas"  
**Deadline: List of sources for Annotated Bibliography (in MLA form)**
- 7 Milton: Sonnets  
 Book I *Paradise Lost*
- 12 Carew/Suckling/Lovelace/Waller: Poems
- 14 EXAM ON THE SEVENTEENTH CENTURY

19 THE RESTORATION AND EIGHTEENTH CENTURY  
Dryden: "Absalom and Achitophel"  
"MacFlecknoe"

**Deadline: Card Report**

21 Swift: "A Modest Proposal"; *Gulliver's Travels*

26 Sheridan: *The School for Scandal* (Video)

**Deadline: Annotated Bibliography**

**27-29 Thanksgiving Break-No Classes**

**December** 3 Pope: "An Essay on Criticism"  
"The Rape of the Lock"

5 Johnson: "The Vanity of Human Wishes"  
Johnson: *A Dictionary; Lives of the Poets*; Cowley  
Gray: "An Elegy in a Country Churchyard"  
Goldsmith: "The Deserted Village"

10 **FINAL EXAM**  
10:05-12:00  
Exam on the Restoration and Eighteenth Century  
One comprehensive question  
One question on your research

## Novels Suitable for Card Reports

<u>Author</u>	<u>Novel</u>
Austen, Jane	<i>Pride and Prejudice</i> <i>Sense and Sensibility</i> <i>Emma</i>
Bunyan, John	<i>The Pilgrim's Progress (Part 1)</i>
Burney Frances	<i>Evelina</i>
Defoe, Daniel	<i>A Journal of the Plague Year</i> <i>Moll Flanders</i> <i>Robinson Crusoe</i> <i>Roxana</i>
Fielding, Henry	<i>Joseph Andrews</i> <i>Tom Jones</i> <i>Barry Lyndon</i>
Goldsmith, Oliver	<i>The Vicar of Wakefield</i>
Johnson, Samuel	<i>Rasselas</i>
Radcliffe, Ann	<i>The Mysteries of Udolpho</i>
Richardson, Samuel	<i>Clarissa</i> <i>Pamela</i> <i>Sir Charles Grandison</i>
Smollett, Tobias	<i>Humphrey Clinker</i> <i>Peregrine Pickle</i> <i>Roderick Random</i>
Sterne, Laurence	<i>A Sentimental Journey</i> <i>Tristram Shandy</i>
Swift, Jonathan	<i>Gulliver's Travels</i>
Walpole, Horace	<i>The Castle of Otranto</i>

## Course Syllabus English 322, English Literature II

**Instructor:** Craig R. Barrette, Ph.D.  
Office: Rm. 255 Adm. Bldg.  
Phone: 686-9549 Home: 683-2841  
E-mail: craig.barrette@brescia.edu  
Hours: MWF 10-11; MW 2-3; T-Th 9-12:30

**Required Text:** *THE NORTON ANTHOLOGY OF ENGLISH LITERATURE*, Vol.D, E, F.  
8th Edition.

**Prerequisite:** An introductory literature course, normally English 204.

**Description:** English 322 is designed as a requirement for an English major, but it may also satisfy three hours of upper-level literature credit in general education. The major course objective is to provide the student with sufficient information through lecture, discussion, and required reading to understand the development of British literature in the Romantic, Victorian, and Modern eras (CCRR 1-10). Students should be able to recognize major writers and their styles, understand their basic aims, and realize their historical and cultural importance as demonstrated in exams, oral discussion, brief oral reports, and a written research project (CCRR 1-10), (CCRW 1-2, 4-10). Students are also encouraged to make informed personal judgments, both orally and in writing (CCRR 1-10, CCRW 1-2, 4-10).

This course combines lecture, reading, discussion, research, and writing. Representative selections from major writers are generally studied.

**Term Project and Library Work:** Read independently an assigned novel and locate three to five sources that assist you in understanding the novel. Write a card report identifying the basic elements of fiction represented in the novel and listing sources. Finally, write a 5-6 page essay that develops a significant thesis concerning one of the basic elements of fiction employed in the novel and that cites at least three sources in MLA form. (CCRR 1-10, CCRW 4-10)

**Attendance:** 80% attendance required for course credit.

### Method of Evaluation of Students:

Exams (3)	60%
Research and independent reading	20%
Attendance, participation, and preparation (including short oral reports and quizzes as necessary)	20%

**Students with Disabilities:** *Reasonable accommodations are available for students with a documented disability. If you have a documented disability and may need accommodations to participate fully in this course, please contact Dr. Dolores Kiesler (Office 254 on the second floor of the Administration Building.) All academic accommodations must be approved through her office. Please stop by or call 270-686-4259 to make an appointment.*

**Instructor's Expectations:**

A--93-100% as reflected in consistent attendance, high quality participation (written and oral) revealing mastery of course content and creative independent thought.

B--85-92%--consistent attendance; some class participation and quality written work revealing general mastery of course content and some evidence of independent thought.

C--77-84%--consistent attendance; infrequent class participation and written work revealing average mastery of course content but little evidence of independent thought.

D--69-76%--frequent absences; infrequent class participation and written work revealing little mastery of course content.

F--work below college level

### **Educational Outcomes Addressed:**

#### Skills:

1. Thinking: Analysis and interpretation of all literary works; preparation or research project and performance on exams.
2. Research: Bibliography required for research project.
3. Communication: Class discussion, exams, and research essay.
4. Creativity: Discussion and evaluation of all literary selections.

Values: Works chosen represent the values of 19<sup>th</sup> and 20<sup>th</sup> C. England; many discuss the Romantic and Victorian concern for the environment and the welfare of others, as well as the modern appreciation for diversity.

Knowledge: Romantic and Victorian writers are absorbed with the details of 19<sup>th</sup> Century England. All works promote an increased understanding of the literature and language of this era as well as of the social and political and technological developments in England and the British Empire to a lesser extent from 1798 to the present.

### **NCATE/NCTE Standards Addressed:**

2.2 – Students will use ELA to help their students become familiar with their own and others’ cultures;

2.4 – Students will use practices designed to assist students in developing habits of critical thinking and judgment;

3.3.3 – Use a wide variety of strategies to comprehend, interpret, evaluate, and appreciate texts and teach those strategies to students;

Students will know and use a variety of teaching applications for:

3.5.1 – Works representing a broad spectrum of United States, British, and world, including non-Western, literature;

3.5.2 – Works from a wide variety of genres and cultures, works by female authors, and works by authors of color;

3.5.4 – A range of works of literary theory and criticism;

**Schedule of Assignments and Readings:**

- Jan 18 Course Introduction: Overview of the Romantic Period
- 23 Blake: from Songs of Innocence and Experience  
“The Lamb,” “The Chimney Sweeper” (both versions),  
“The Sick Rose,” “The Tyger,” “Ah Sun Flower,”  
“London,” “The Marriage of Heaven and Hell”
- 25 Wolstonecraft: “Intro” to Vindication  
Wordsworth: “Preface to Lyrical Ballads,” “Lucy Gray,” “My Heart Leaps Up,”  
“I Wandered Lonely as a Cloud”
- 30 “Tintern Abbey,” “Intimations of Immortality,” “Ode to Duty”
- Feb 01 Sonnets  
Coleridge: Biographia Literaria, Ch. XIII & XIV
- 06 “Dejection: An Ode,” “Frost at Midnight,” “Rime of the Ancient Mariner”
- 08 Byron: “Written after Swimming from Sestos to Abydos,”  
“She Walks in Beauty,” Canto I, Childe Harold’s Pilgrimage, “Stanzas  
Written on the Road between Florence and Pisa,” Canto I, Don Juan
- 13 Percy Shelley: “To Wordsworth,” “Ozymandias,” “Ode to  
the West Wind,” Adonais
- 15 Keats: “On First Looking into Chapman’s Homer,”  
“When I Have Fears that I May Cease to Be,” “Sonnet: To Sleep,” The  
Eve of St. Agnes, “La Belle Dame sans Merci: A Ballad,” “Ode to a  
Nightingale,” “Ode on a Grecian Urn,” “Ode on Melancholy”
- 20 **Exam 1**
- 22 Overview of the Victorian Age  
Carlyle: Sartor Resartus  
Newman: “The Idea of a University”  
Dickens. Selections
- 27 Tennyson: “Ulysses,” “The Charge of the Light Brigade,” “Break,  
Break, Break,” “Flower in the Crannied Wall,” In Memoriam Prologue, 1-15, 50-  
59, 106-7, Epilogue, “Crossing the Bar”

29 Robert Browning: "My Last Duchess," "The Bishop Orders His Tomb," "Andrea del Sarto," "Rabbi Ben Ezra" E.B. Browning: "Sonnets from the Portuguese" (Selections)

March

5-9 **Spring Break**

12 Arnold: "Lines," "Dover Beach," "Memorial Verses"  
Henley: "Invictus"  
Dowson: "[Cynara]"  
Kipling: All Poems

14 Wilde: Preface to The Picture of Dorian Gray  
The Importance of Being Earnest

19 Hopkins: "God's Grandeur," "Pied Beauty," "The Windhover," "Spring and Fall"

21 Hardy: "Hap," "The Darkling Thrush," □ "The Convergence of the Twain," "Ah, Are You Digging on My Grave?" "In Time of the Breaking of Nations"

26 **Exam 2**

28 Conrad: Heart of Darkness  
**Card Report Due**

April 02 Housman: All Selections

04 War Poets (Brooke, Owen, Sassoon) Selections

5-9 **Easter Break**

11 Shaw: Pygmalion

16

18 Yeats: "The Lake Isle of Innisfree," "The Man Who Dreamed of Faeryland," "Adam's Curse," "No Second Troy," "September 1913," "Easter 1916"

23 Yeats: "The Second Coming," "A Prayer for My Daughter," "Leda and the Swan," "Under Ben Bulbin," "The Circus Animals' Desertion"

25 **Research Essay Due**

30 Joyce: "The Dead"  
Woolf: "A Room of One's Own" (Chapter 1)

May

- 02 Lawrence: "Odor of Chrysanthemums," "The Horse Dealer's Daughter,"  
"Bavarian Gentians," "Snake," "The Ship of Death," "How Beastly the Bourgeois  
Is"  
Mansfield: "The Daughters of the Late Colonel"

**May 7 Final Exam**

## Course Syllabus

**Course Name and Number:** English 341 American Literature I

**Instructor:** Craig R. Barrette  
255 Administration Building  
686-9549 or 683-2841  
E-mail: craigb@brescia.edu

**Office Hours:** MWF 10-11  
MW 2-3; TTH 9-11  
Other hours by appointment

**Text:** The Norton Anthology of American Literature, Vol. 1 (A,B), Eighth Edition. 2012.

**Prerequisite:** Normally an introductory level literature course.

**Description:** An examination of American literature from its beginnings to 1865.

**Relationship to the College Curriculum:**

English 341 is designed as a requirement for an English major, but it may also satisfy three hours of general education credit for non-majors.

**Course Objectives:**

The major course objective is to provide the student with sufficient background information required reading to understand the origins and development of American literature from its Puritan beginnings to the period immediately following the Civil War (CCRR 1-10). Students should be able to recognize major writers and their styles; understand their basic aims, and realize their cultural and historical importance as demonstrated in exams, oral discussion, brief reports, and a research project (CCRR 1-10), (CCRW 1-2, 4-10). Students are also expected to make informed personal judgments, both orally and in writing, thus increasing their ability to interpret literature and communicate its value to others (CCRR 1-10), (CCRW 1-2, 4-10). Students should also be able to use the library for research in this period of literature and communicate the results of that research in an essay that follows MLA requirements in development of a significant thesis (CCRR 1-10), (CCRW, 4-10).

**Educational Outcomes:**

Skills:

1. Thinking: Analysis and interpretation of all literary works; preparation of research project and oral report.
2. Research and Information Literacy: Bibliography and proper documentation and presentation required for research project and oral report.
3. Communication: Class discussion and oral presentation of selected author
4. Creativity: Discussion and evaluation of all literary selections.

Values: Works chosen represent the values of most American traditions, particularly the Puritan, Enlightenment, and Romantic ideals that shaped America during the 17<sup>th</sup> through 19<sup>th</sup> centuries. Knowledge: All works promote an increased understanding of the literature and language of this era as well as of the social and political and technological developments in America from the Puritan era to the Civil War.

**NCATE/NCTE Standards Addressed:**

- 2.2 – Students will use ELA to help their students become familiar with their own and others cultures;
- 2.4 – Students will use practices designed to assist students in developing habits of critical thinking and judgment;
- 3.3.3 – Students will use a wide variety of strategies to comprehend, interpret, evaluate, and appreciate texts and teach those strategies to students;  
Students will know and use a variety of teaching applications for:
  - 3.5.1 – Works representing a broad spectrum of United States, British, and world, including non-Western, literature;
  - 3.5.2 – Works from a wide variety of genres and cultures, works by female authors, and works by authors of color;
  - 3.5.4 – A range of works of literary theory and criticism;
- 3.7.2 – Use teacher-researcher models of classroom inquiry to inform their own study and teaching;

**Instructional Method:**

This course combines lecture, reading, discussion, research, and writing. Representative rather than comprehensive selections of major and minor writers are studied.

**Library Work:**

A 5-page essay on an assigned topic/author citing a variety of critical readings and showing evidence of in-depth reading of literary texts. (Use MLA style as outlined in the latest edition of the MLA Handbook.) A ten-minute oral report will also be expected on an aspect of the research topic.

**Attendance:** See college catalog. Regular attendance is expected.

**Grading:** 60% Exams (3)  
20% Research essay  
10% Oral report  
10% Participation and preparation

\*Late assignments are generally assessed a 10% penalty and must be turned in before the next class.

**Plagiarism:** Work that is submitted by a student and actually written in whole or in part by someone else will receive an **F**; the Academic Dean will also be notified. Improper documentation of sources may also be considered plagiarism. Consult the MLA Handbook for details.

**Instructor's Expectations:**

A--93-100% consistent attendance; superior participation (frequent and high quality); written work demonstrating mastery of course content; creative independent thought and personal growth.

B--85-92% consistent attendance; some class participation of quality; written work revealing general mastery of course content; some evidence of independent thought and personal growth.

C--77-84% consistent attendance; average class participation; written work revealing general mastery of course content but little evidence of independent thought and personal growth.

D--69-76% frequent absences; little class participation and written work revealing little mastery of course content.

F--work below college level

**English 341 Schedule of Readings and Assignments Fall 2014**

August	22	Orientation
	27	<b>Bradstreet.</b> Selected Poems: "Contemplations" "The Prologue" "The Author to Her Book" "To My Dear and Loving Husband" "Here Follow Some Verses Upon the Burning of Our House"
	29	<b>Rowlandson.</b> <u>A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson</u> <b>Taylor.</b> Selected Poems: "Meditation 26 (Second Series)" "Upon Wedlock" "The Preface" "Huswifery"
September	3	<b>Labor Day</b>
	5	<b>Edwards.</b> <u>Personal Narrative</u> <u>Sinners in the Hands of An Angry God</u>
	10	<b>Franklin.</b>

		<u>The Way to Wealth</u> Selected satires
	12	<u>The Autobiography</u> , Part 1
	17	<u>The Autobiography</u> , Part 2
	19	<b>Research Day and Reports</b>
	24	<b>Irving.</b> “Rip Van Winkle” “The Legend of Sleepy Hollow” <b>Bryant.</b> “Thanatopsis” “Ode to a Waterfowl” <b>Cooper.</b> From <u>The Pioneers</u>
	26	<b>Exam 1</b>
October	1	<b>Poe.</b> “The Philosophy of Composition” “Sonnet--To Science” “Ulalume” “The Raven” “Annabel Lee”
	3	“Ligeia” “The Fall of the House of Usher” “The Black Cat” <b>Emerson.</b> Poems: “Each and All” Essays: “Nature”(Introduction and Chapter 1)
	08	“The American Scholar”
	10	<b>Hawthorne.</b> Stories: “The Birthmark” “The Minister’s Black Veil” “Rappaccini’s Daughter”
	15	<u>The Scarlet Letter</u>
	17	<u>The Scarlet Letter</u>
	18-22	<b>Fall Break</b>

	24	<b>Thoreau.</b> <u>Walden</u> . (“Economy”; “Where I Lived and What I Lived For,” Conclusion)
	29	<b>Stowe.</b> Selections from <u>Uncle Tom’s Cabin</u>
	31	<b>Exam 2</b>
November	5	<b>Melville.</b> “Bartleby, the Scrivener” Selections from <u>Moby Dick</u>
	7	Complete Melville <b>Whitman.</b> Preface to <u>Leaves of Grass</u> <u>Song of Myself</u>
	12	<u>Song of Myself</u>
	14	Selected Poems: “Spontaneous Me” “I Saw in Louisiana a Live Oak Growing” “Crossing Brooklyn Ferry” “Beat! Beat! Drums!” “The Wound Dresser” “When Lilacs Last in the Dooryard Bloomed”
	19	<b>Douglass.</b> <u>Narrative</u>
	21-23	<b>Thanksgiving Break</b>
	26	<b>Research Essay Due.</b> Begin Dickinson.
	28	<b>Dickinson.</b> Selected Poems: 39, 112, 122, 124, 194, 202, 207, 225, 236, 259, 269, 320, 339, 340, 355
December	3	372, 409, 448, 479, 591, 620, 648, 1096, 1489, 1577, 1668, 1773
	5	<b>Davis.</b> <u>Life in the Iron Mills</u>
	10	<b>Final Exam</b> <b>1:05-3:00</b>

## COURSE SYLLABUS

**Course Title:** English 342 American Literature II

**Instructor:** Craig R. Barrette, Ph.D.  
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**Office Hours:** MWF 10-11  
TTH 8:30-11

**Text:** The Norton Anthology of American Literature, Vol. C, D, & E. Eighth Edition

**Prerequisite:** An introductory course in literature.

### **Course Description and Objectives:**

English 342 is designed as a major requirement, but it may also satisfy three hours of advanced literature credit in general education or in teacher certification programs.

The major course objective is to provide the student with sufficient information and skills to understand the development of American literature from the period immediately following the Civil War to the post WWII period.

Students should be able to recognize major writers and their styles, understand their basic aims, and realize their cultural and historical importance. Students are also encouraged to think on their own, making informed personal judgments, both orally and in writing.

### **Instructional Method:**

This course combined lecture, reading, discussion, research, and writing. Representative rather than comprehensive selections of major and minor writers are studied.

### **Course Requirements:**

1. 80% attendance is required for course credit. Several absences may affect the final course grade.
2. In general, the course grade will be computed in the following manner:

Exams (3)	60%
Research Project	25%
Participation:	10%
Attendance	5%

**Grading Scale:**

A	93-100	as reflected in consistent attendance, high quality participation (written and oral) revealing mastery of course content and creative independent thought.
B	85-92	consistent attendance; some class participation and quality written work revealing general mastery of course content and some evidence of independent thought.
C	77-84	consistent attendance; infrequent class participation and written work revealing average mastery of course content by little evidence of independent thought.
D	69-76	frequent absences; infrequent class participation and written work revealing little mastery of course content.
F	below 69	work below college level

\*Late assignments are generally assessed a 10% penalty and must be turned in before the next class.

**Educational Outcomes Addressed:**

Skills:

1. Thinking: Analysis and interpretation of all literary works; preparation or research project and oral report.
2. Research: Bibliography required for research project and oral report.(15 items)
3. Communication: Class discussion and oral presentation of selected author.
4. Creativity: Discussion and evaluation of all literary selections.

Values: Works chosen represent the values of most American traditions; many discuss the realists concern for the environment and the welfare of others, as well as an appreciation of diversity.

Knowledge: Realistic writers are absorbed with the details of late 19th century and early 20th century America. All works promote an increased understanding of the literature and language of this era as well as of the social and political and technological developments in America from 1865-present.

**NCATE/NCTE Standards Addressed:**

2.2 – Students will use ELA to help their students become familiar with their own and others cultures;

2.4 – Students will use practices designed to assist students in developing habits of critical thinking and judgment;

3.3.3 – Students will use a wide variety of strategies to comprehend, interpret, evaluate, and appreciate texts and teach those strategies to students;

Students will know and use a variety of teaching applications for:

3.5.1 – Works representing a broad spectrum of United States, British, and world, including non-Western, literature;

3.5.2 – Works from a wide variety of genres and cultures, works by female authors, and works by authors of color;

3.5.4 – A range of works of literary theory and criticism;

3.7.2 – Use teacher-researcher models of classroom inquiry to inform their own study and teaching;

4.8 – Students will make meaning of texts through personal response;

**Plagiarism:** Any student who submits work as his or her own that has actually been written in whole or part by someone else will receive an F on that assignment; the Academic Dean will also be notified.

**Students with Disabilities:** *Reasonable accommodations are available for students with a documented disability. If you have a documented disability and may need accommodations to participate fully in this course, please contact Dr. Dolores Kiesler (Office 254 on the second floor of the Administration Building.) All academic accommodations must be approved through her office. Please stop by or call 270-686-4259 to make an appointment.*

### Course Schedule Spring 2015

January	14	Course Introduction
	16	Clemens. <u>Adventures of Huckleberry Finn</u>
	21	MLK Day
	23	Clemens. <u>Adventures of Huckleberry Finn</u>
	28	James. <u>Daisy Miller</u> Howells. “Editha”
	30	Harte. All selections. Bierce. “An Occurrence at Owl Creek Bridge” “Chicamauga”
February	04	Jewett. “The Foreigner” Freeman. “The Revolt of Mother” “A New England Nun” Garland. “Under the Lion’s Paw”
	06	Chopin. <u>The Awakening</u>

	11	Chopin. <u>The Awakening</u>
	13	Crane. "The Open Boat," Selected Poetry Robinson. All selections
	18	Amy Lowell Selections Gertrude Stein Selections Wharton "Roman Fever" "The Other Two"
	20	<b>Exam 1</b>
	25	Frost. Selected Poems
	27	Anderson. Selections from <u>Winesburg, Ohio</u>
March	04	Pound. "Hugh Selwyn Mauberley"
	06	Eliot. "The Love Song of J. Alfred Prufrock"
	18	Stevens. Selected poems Williams. Selected poems
	20	Cummings. All selections
	25	Fitzgerald. "Winter Dreams," "Babylon Revisited" Hemingway. "The Snows of Kilimanjaro"
	27	O'Neill. <u>Long Day's Journey into Night</u>
April	03	O'Neill. <u>Long Day's Journey into Night</u>
	08	<b>Exam 2</b>
	10	Faulkner. <u>As I Lay Dying</u>
	15	Faulkner. <u>As I Lay Dying</u>
	17	Hughes. Selections Cullen. Selections
	22	Wright. Selections McKay. Selections
	24	Williams. <u>A Streetcar Named Desire</u> Research Essay Due

- 29 Williams. A Streetcar Named Desire
- May 01 Selections O'Connor. "Good Country People"  
 Welty. "Petrified Man"  
 Updike. "Separating"
- Plath, Ginsberg, Berryman, Lowell
- O6 Final Exam 1:05-3:00**

**Research Topics Eng 342 American Literature II Barrette Spring 2015**

**OPTION 1**

Choose one of the following works; read it thoroughly; read all you can about it in the library; and write an essay that shows the extent to which this work exhibits one of the characteristics of American Literary Realism (see handout), Be sure to cite at least three sources (according to the current MLA guidelines) in your essay. Your writing will be judged according to evidence of independent thought, use of sources, and clarity of expression.

- Henry James: The Turn of the Screw.  
 The Beast in the Jungle.
- Edith Wharton: Ethan Frome.  
 The Age of Innocence.
- Willa Cather: My Mortal Enemy.  
 My Antonia.
- Theodore Dreisser: Sister Carrie.
- Katherine Anne Porter: Old Mortality or Pale Horse, Pale Rider
- John Dos Passos: USA Selections
- Saul Bellow: Seize the Day
- Thomas Wolfe: The Lost Boy  
 Look Homeward, Angel.

**OPTION 2**

Read the selections in the text by one of the following poets, and write an essay of the same length and research requirements as in Option 1 but that addresses one of the following questions: How would study of this poet enhance our examination of American literature? Why should we bother to read this poet? What are the two or three most significant contributions of the poet? Illustrate by referring to several of the selections in the text.

- Edgar Lee Masters  
 Carl Sandburg  
 H. D.  
 Robinson Jeffers

Marianne Moore  
Edna St. Vincent Millay  
Robert Penn Warren  
Elizabeth Bishop  
Gwendolyn Brooks  
Richard Wilbur  
Anne Sexton or any other contemporary poet with instructor approval

**OPTION 3**

Write a research essay, citing at least three sources, based on your sense of the value of reading one of the Native American writers (or one of the contemporary dramatists (post 1950)) included in the text.

