Ohio Articulation Number (OAN) Course Submission Form 2005-2006

College/University  Miami University

Course(s) Submitted (Title & Course #) Life & Thought In English Literature ENG 131

Ohio Articulation Number OAH032

Date 10/5/2005

Name and title of individual submitting on behalf of the college/university

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Credit Hours 3 qtr X sem

Lecture Hours

Laboratory Hours (if applicable)

Pre-Requisites(s) Course work (if applicable)

-- See catalog/course description --

Placement Score (if applicable)

(Name of test)

(Domain) (Score)

Catalog/Course Description (Includes Course Title and Course #)

131 Life and Thought in English Literature (3) Selected major texts and issues in English literature and culture from the beginning to 1660, including The Civil War and Paradise Lost, with attention to historical context reflected in religious, philosophical, political, and social perspectives and issues such as gender, class, ethnicity, and canon formation. IIB, H. CAS-B-LIT.
# Texts/Outside Readings/Ancillary Materials

**Title:** The Norton Anthology of British Literature, Vol. 1A and 1B  
**Author(s):** M. H. Abrams, Steven Greenblatt, et al (editors)  
**Date of Publication:** 1999  
**Publisher:** W.W. Norton

**Outside Readings (if any)**  

## Course Objectives and/or Plan of Work

As stated in the Miami Bulletin, ENG 131 is intended to cover the "major texts and issues in English literature and culture from the beginning to 1660, including The Civil War and Paradise Lost, with attention to historical context reflected in religious, philosophical, political, and social perspectives and issues such as gender, class, ethnicity, and canon formation" (2004-2006 edition).

Because it is a 100-level course, ENG 131 also emphasizes several skills foundational to the major. These include close reading, developing arguments, and conducting research. Along those same lines - and more specifically because it is a "Miami Plan" course - ENG 131 requires students to engage on a regular basis with the touchstones of a proper liberal arts education: i.e., critical thinking, understanding contexts, engaging with other learners, and acting/reflecting.

## Description of Assessment and/or Evaluation of Student Learning

**Written Work:** This course requires completion of the following: three short essays (2-4 pages), two major essays (5-10 pages), and one final essay (6-12 pages). Failing to complete any of these written assignments will result in the automatic loss of one letter grade.

**Participation:** Participation is an important part of succeeding in this class. Each class period you may earn up to 3.5 points for attendance and participation. Simply attending class earns you the half-point. To earn the other three points you must participate meaningfully in classroom discussions and demonstrate familiarity with the assigned reading. Please be aware that interrupting fellow students or chatting during formal discussion will cause you to lose these three points - regardless of how well you participate otherwise!

Students are required to open class discussion at least twice during the semester. This will involve, in part, making a 1-2-page handout that both summarizes the day’s reading and poses 3-4 questions for discussion. (Note: You may present in a group of up to four people if you so choose.)
Final grades are the sum of five evaluative categories:

Final Essay: 1 x 200 = 200 points
Major Essays: 2 x 100 = 200 points
Short Essays: 3 x 33 = 100 points
Class Participation: (29 x 3) + (29 x .5) = 100 points
Reading Quizzes: 10 x 10 = 100 points

700 total points are available during the semester:

A 700-660    A- 659-630
B+ 629-609   B 608-588
B- 587-560   C+ 559-538
C 537-518    C- 517-490
D+ 489-469   D 468-448
D- 447-420

Syllabus
Current, Representative Syllabus
Course Schedule:

Section I: Marie de France and Other Literature of Court and Knight

FIRST WEEK
T: Course Introduction

R: Reading: Lais, 41-60.

SECOND WEEK
T: Reading: Lais, 61-93.

R: Reading: Lais, 94-126.

THIRD WEEK
T: Mon/Tue Switch (NO CLASS!)
FOURTH WEEK
T: Read: TMA, Sir Gawain and the Green Knight, Parts 1-2. 156-181.


FIFTH WEEK

Section II: Chaucer, Gower, and the "Lost" Fifteenth Century

R: Read: TMA, 210-215.

DUE: Short Essay #2: The opening stanzas of Sir Gawain and the Green Knight appear to set up a fractured view of masculinity. Specifically, males are portrayed as both "bold boys [ ] in broils delighting" (21) and as courteous, "gentle knights" (42). Does the action of the poem explore this conflict? Does it keep these two images of masculinity kept safely separate from one another? Make an argument about how Gawain celebrates, satirizes, or complicates this

SIXTH WEEK


SEVENTH WEEK

EIGHTH WEEK  

R: DUE: Major Essay #1: Marie de France’s "Lanval," Chaucer’s "Wife of Bath’s Tale," and Gower’s "Tale of Florent," all share a similar motif. For this assignment, I would like you to write your own version of that story. While you are free to choose any setting and/or characters you like, you must demonstrate knowledge of the motif's tradition by adhering to its general principles. In other words, a savvy reader should be able to recognize the fact that you are working in the tradition of "Lanval," "WoBT," "Florent," et al.

NINTH WEEK  
T: Read: TMA, "The Second Shepherd's Play." 391-405

T: Read: TMA, "The Second Shepherd's Play." 405-419.

Section III: Renaissances Religious and Literary

TENTH WEEK  


ELEVENTH WEEK  
T: Read: TS&SC, King Lear, Act I.  
Due: Short Essay #3: Choose a short passage from the "Authorized" King James Version of the Bible (1611). Carefully compare this to another version of the same passage, and make an argument about the differences and/or similarities you discover. You may reference outside sources if necessary. Include a works cited page and both versions of your chosen passage.

R: Read: TS&SC, King Lear, Act II.

TWELFTH WEEK  
T: Read: TS&SC, King Lear, Acts III-IV.
R: Read TS&SC, King Lear, Act V.

Section IV: Paradise Lost, Paradise Regained?

THIRTEENTH WEEK


FOURTEENTH WEEK
T: DUE: Major Essay #2: King Lear dramatizes a number of cultural and historical issues concomitant to sixteenth/seventeenth century England. For this assignment, I would like you to choose one of these issues and research it using the EEBO database. Find two documents (c. 1550-1610) that relate to your issue and compare these with the action and text of Lear. Based on your findings, offer an argument about the connection between literature and history. Include a works cited page and copies of your primary documents.

T: Thanksgiving Holiday (NO CLASS!)

FIFTEENTH WEEK

R: Read: Paradise Lost, Book II. 1836-1858.

SIXTEENTH WEEK
T: Read: Paradise Lost, Book III. 1858-1874.

R: Read: Paradise Lost, Book IV. 1874-1859.

SEVENTEENTH WEEK
M: DUE by 5pm: Final Essay: Drawn from 500-plus years of English history and literature, our reading this semester has been a long and varied affair. Making sense of this material is no easy task. However, one method through which scholars - and indeed all human beings - make sense of data involves surveying it for patterns. For this final essay, I would like you identify and
describe a pattern you see in this semester’s reading. A strong essay will utilize at least four works read for the course and two works not read for the course. (The latter can be either primary or secondary sources.) Include a works cited page.

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