

ENG 220 CRN 12085 + discussion  
Fall 2015  
MWF 10-10:50 a.m.  
123 Pacific

Prof. Anne Laskaya; Office: 357 PLC  
Ph: 346-1517 (on campus: 6-1517)  
Hrs: MF 11:30-1:00; & by appt  
email: laskaya@uoregon.edu

## Introduction to the English Major

**Texts:** *The Norton Anthology of English Literature, 9th edition volume A*  
*The Norton Anthology of English Literature, 9th edition, volume B*

**Resources:** <https://owl.english.purdue.edu/owl/resource/575/1/>, <http://rhetoric.byu.edu/>  
<http://ai.stanford.edu/~csewell/culture/litterms.htm>

**Course Goals:** English 220 is one course of a three-course sequence that offers University of Oregon students an introduction to the English major. The sequence is required for all English majors; it is designed for students beginning their studies in the English department and for those seriously considering the major. ENG 220 provides a common intellectual experience and a foundation for future studies within English and American literatures. ENG 220, 221, and 222 may be taken out of order, but the department strongly encourages you to take these courses sequentially; a full year of study in the Intro sequence will give you a solid background in literary history and development, as well as an introduction to the rich and varied range of approaches toward literature undertaken by our department faculty. English 220 will emphasize reading medieval and early modern literature from across the first 1000 years of literature in English, with attention to historical context as well as close reading for formal and thematic elements. You will be asked to master content as well as apply knowledge in textual contexts.

**Course Design:** ENG 220 lectures occur three hours per week: MWF 10-10:50 a.m. Students also enroll in one discussion section that meets one hour/week. So the course consists of 4 contact hours a week. Eight individual discussion sections meet at different times and locations; this allows us to accommodate students' scheduling needs. Be sure to attend the exact section in which you are enrolled.

### **Planning for Success:**

1) Prepare reading assignments listed on the schedule before lecture. Some lectures will address the assigned texts specifically and closely; other lectures will provide background and framing for the assigned readings; either way, if you have read the assignment before the lecture, you will understand lecture material better, and you will be able to make connections between lecture and readings in your notes. Taking good and comprehensive notes during lecture and discussion sessions will help you significantly. Aside from giving you practice absorbing detailed information and prioritizing it in a way that reflects the kind of concentrated listening you may be expected to do professionally after college, good note-taking helps you learn and helps you prepare for exams. Any material from class and the major ideas, characters, episodes, images, objects, and significant terms from the reading may appear on midterm or final exams. Creating your own extensive note archive is the best way to reinforce the learning you are doing in lecture as well as the learning you achieve on your own outside of lecture. Only you can take notes that

will hold the most information and the best meaning for yourself. If you have questions about preparing for class or taking notes, please be sure to speak with your discussion section leader. Always bring texts/readings to class and to your discussion section.

2) Prepare short writing assignments/ study questions, quizzes as directed for lecture or discussion section.

3) Begin the two formal papers early enough that you can let the ideas “cook” and have time for revision and editing. Multiple drafts and “re-visions” are proven strategies for success with any formal writing assignment at the University or on the job.

4) Consistent attendance obviously contributes to your success.

5) Set aside thinking/reflecting time for yourself, time you can think further into the text than we have together, time you can identify links between texts, between lecture material and texts, between lectures themselves. Read so closely you can imagine the visual world of texts by building on textual descriptions; imagine into the motivations and emotions of characters. Think about the big ideas—themes, ethics, warnings, joys, senses of beauty and what’s important, as well as overt, didactic messages—contained in, or implied by, texts we study in the course.

6) Remember, English majors must achieve a C or better for this course to count toward the Major requirements. A grade of C- or below will require that students planning to major in English repeat the course. If you have any concerns about your performance, please see your GTF and/or the Professor.

**Learning Outcomes:** In addition to gaining a preliminary understanding of texts and contexts of medieval and early modern texts that have had significant influence on the development of literature in English, the English Department’s assessment procedure is built around six desired learning outcomes. ENG 220 thus requires students to:

1. read literary and cultural texts with discernment and comprehension and with an understanding of their conventions;
2. draw on relevant cultural and/or historical information to situate texts within their cultural, political, and historical contexts;
3. perform critical, formal analyses of literary and other cultural texts;
4. write focused, analytical essays in clear, professional and grammatical prose;
5. employ logic, creativity, and interpretive skills to produce original, persuasive arguments;
6. employ primary and secondary sources, with proper acknowledgment and citation, as they contribute to a critical essay’s thesis. [In our course the emphasis will be on primary texts with lecture serving as the main ‘secondary source’ for you to negotiate.]
7. In addition, ENG 220 requires students to participate actively within discussion sections and intermittently in large lecture, as well as to work effectively in the smaller group setting, and to focus on presenting ideas clearly orally and in writing.

NB: Medieval Studies Students will find these outcomes congruent with those of the MDVL program. Those learning outcomes are available here: <http://pages.uoregon.edu/midages/courses>

**Requirements:**

- Two formal papers, each revised in light of GTF comments. 20% each  
(*Papers may be required electronically & in hard copy. See your GTF.*)
- Midterm 10%
- Comprehensive Final Exam 30%
- Discussion Section grade (*includes short informal writing assignments, (some quizzes and discussion/participation described on section syllabi: typically 10% quizzes and 10% participation.)*) 20%
- Consistent and full attendance at both lecture and discussion section is assumed.

--All work should be completed on time, and all requirements, including regular attendance and preparation, must be completed to Pass this course, whether you take the course for a grade or P/NP. Formal papers (1.1/1.2 and 2.1/2.2) may drop 1/3 grade for each day late. Any drop in grade—whether because of a late 1.1 OR a late 1.2—will apply to the holistic grade for Paper #1, since both 1.1 & 1.2 are key steps in that one assignment. NB: A late 1.1 will only be accepted through 5 pm 10/19; a 1.1 submitted after that time will result in a 1.2 grade of no higher than a C. A late 2.1 will only be accepted through 5 pm 11/19; any 2.1 submitted after that time will result in a 2.2 grade no higher than a C. Ask your GTF if you need clarification.

The purpose of requiring a thoughtful revision of your solid and polished 1.1 and 2.1 is to provide you feedback focused on your own, specific paper that you can use to revise your thoughts, reasoning, organization, and writing features (like grammar, usage, punctuation, etc.). Writing well is part of the English Department Faculty's hope for you and part of achieving an English Major. Revising your writing in response to comments will help you develop as a writer.

Midterm and Final exams will not be given individually outside the scheduled exam times, except in accord with UO policies. GTFs will provide you with section syllabi that will include quizzes and various assignments that will comprise your discussion section grade. The discussion section grade is 20% of your final course grade.

**CANVAS SITE:** Announcements, syllabus, assignments, and other important course materials and information will be available on Canvas. Be sure to check Canvas regularly for updates and announcements from the professor and/or your GTF.

**CLASS POLICIES:**

**Lecture and discussion etiquette:** Please turn off all electronic devices before class begins. In a room as acoustically-live as large lecture halls, it is difficult to lecture over “cross-talking,” so please avoid this. Talking during lecture may impede other students’ learning, so plan to hold your individual conversations outside class time. Any activity that disrupts or distracts others from course material is not only rude but may also violate the university’s code of academic conduct. Please be considerate of those around you. **In the recent past, a few individuals frequently left and came back into the lecture hall during class time; other students complained about this, finding it distracting, so you are asked not to leave the lecture hall while class is going on except when absolutely necessary.**

**Students with disabilities:** If you have a disability that may affect your performance in this class, please see me and your discussion section GTF during the first week of the term so we can make appropriate accommodations for your full access to all course activities and requirements. All accommodation requests require students be registered with the UO Office for Students with Disabilities.

**Lectures** may not be copied, taped, or videotaped in any manner unless you have documented a communication-related disability with the University and have received permission from the course instructor. Should you miss a lecture or discussion, it is your responsibility to obtain notes from your colleagues, so be sure to get to know others in the course who would be willing to help you and whom you would be willing to help. Missing lecture should, however, be a rare event. In no case should you take notes regularly for another student, unless you obtain the professor's approval. However, comparing notes with a study partner or a small group could assist you with the course and clearly that kind of activity is something we'd all applaud.

**Tutorial help:** Students with tutoring needs may use any of the services offered by the University of Oregon's Teaching & Learning Services (TLS), located in 68 PLC (x6-3226). Any other assistance (beyond the UO TLS office) that you receive on papers, from organizing your paper to identifying your main points, from typing or proofreading papers to editing or revising papers, must be cleared with your GTF or the professor. Of course, as you prepare for the midterm and final, or as you work to understand readings and lectures, talking and reviewing with fellow ENG 220 peers outside of class is encouraged; this is different from directly assisting or writing someone else's paper.

**Academic Integrity:** The University of Oregon values academic honesty. Students are informed of the University's expectations about conduct and academic honesty when they matriculate. You are here because you clearly have the ability to engage your own mind in rigorous intellectual work. Our Conduct Code (including guidelines for citations) can be found here: <http://uodos.uoregon.edu/StudentConductandCommunityStandards/StudentConductCode.aspx> Papers assigned for this course will be analytical; they will not require research beyond what is provided for you. You may find yourself curious about something or may want more information at times; great--read on, and *bravo* for curiosity! However, no student will receive higher grades simply because he or she has read beyond the course or used research in papers or exams. Consult the UO's Student Conduct Code for definitions of plagiarism and information on documentation should you need it. See your GTF and/or me should you have any concerns about documentation and/or academic honesty. An honest and obvious effort to document is far more important for your grade than commas, abbreviations, or exactly correct formatting.

**Course policy on Academic Integrity:** All work submitted in this course must be your own and be written exclusively for this course. Any use of sources (ideas, quotations, and paraphrases) beyond Eng 220 lectures and discussion must be properly documented. In other words, rely on your own grey matter, and wrestle well, yourself, with the course texts, lectures, and materials. Protect the integrity of your own work and others'. In accord with English Department policy, cases of clearly established plagiarism or cheating, a final course grade of "F" will be the minimum penalty; all incidents will be reported to the Office of Student Conduct, as required by the University.

**Discussion Sections:** Your Discussion Section GTF will provide you a section syllabus. Sections are designed to reinforce lectures using discussion-based and active-learning pedagogy. Active involvement in section discussions will help you digest readings and lecture, and prepare the two formal papers. \*\*GTF office locations, hours, email addresses, and office phones will be listed under “Staff” on Canvas and on section syllabi. Our sections include:

***THURSDAYS***

+ Dis 8-8:50	CRN 12086	J. Brock	+ Dis 9-9:50	CRN 12088	L. Curry
+ Dis 9-9:50	CRN 12087	J. Brock	+ Dis 3-3:50	CRN 12089	R. Nucilli
			+ Dis 4-4:50	CRN 12090	R. Nucilli

***FRIDAYS***

+ Dis 8-8:50	CRN 12091	K. LaRiviere	+ Dis 9-9:50	CRN 12093	L. Curry
+ Dis 9-9:50	CRN 12092	K. LaRiviere			

**LECTURE SCHEDULE** (subject to change & slight adjustments, if needed)

\*For all texts in the Norton, please read the introductory materials in the Ninth Edition to assist you with the readings.

**Week one**

9/28	M	Intro—English Literature & the period we’re studying from 500-1530 terms: Early Middle Ages, High Middle Ages, Late Middle Ages, Renaissance; Early Modern
9/30	W	Intro--historical overview continued; Celts, Romans, Britons, Anglo-Saxons, Norse, Insular, French/Norman, Anglo-Norman; English; Old English, Middle English, Early Modern, Modern English (PDE). <u>Reading: Norton, Vol. A, pp 3-19.</u> Manuscript culture.
10/2	F	Intro-historical, manuscript culture cont. Main topic: <u>Reading: Bede, “Caedmon’s Hymn” Norton, Vol. A, pp. 29-32.</u>
*10/3-10/5		<b>Note-taking assignment due to your GTF:</b> see your GTF’s syllabus for specific submission guidelines and information.

**Week two**

10/5	M	Intro-historical overview continued; Reading: "Dream of the Rood," 32-36.
10/7	W	<i>Beowulf</i> , Norton pp. 36-41 and <i>Beowulf</i> lines 1-63 <b>(formal paper 1.1 assignment posted on Canvas)</b>
10/9	F	<i>Beowulf</i> , lines 64-1250

**Week three**

10/12	M	<i>Beowulf</i> , lines 64-1250
10/14	W	<i>Beowulf</i> , lines 1251-2199
*10/16	F	<i>Beowulf</i> , lines 1251-2199 <b>(formal paper 1.1 due electronically by noon)</b>

**Week four**

- 10/19 M *Beowulf*, lines 2200-3182  
 10/21 W Finish *Beowulf*; 2200-3182.  
 \*10/23 F MIDTERM (**Paper 1.1 returned to you for revisions**)

**Week five**

- 10/26 M Bayeux Tapestry (England's 'first' surviving secular graphic narrative)  
 10/28 W Bayeux Tapestry  
 \*10/30 F Bayeux Tapestry (**Revised formal paper 1.2 due electronically by noon**)

**Week six**

- 11/2 M 14th Century: key contextual factors  
 11/4 W Context cont. Start SGGK, pp.183-187; ll 1-490 (**2<sup>nd</sup> formal paper assignment posted**)  
 11/6 F SGGK (*Sir Gawain and the Green Knight*); medieval romance, ll. 491-1125

**Week seven**

- 11/9 M SGGK, ll. 491-1125;  
 11/11 W SGGK, ll. 1126-1996;  
 11/13 F SGGK, ll. 1997-2530

**Week eight**

- \*11/16 M Chaucer: background, influence, language; Reading: Norton intro pp. 238-43; General Prologue, pp. 238-263. (**2.1 paper due electronically by noon**)  
 11/18 W Chaucer's General Prologue continued, pp. 238-263.  
 11/20 F Chaucer, *The Miller's Prologue and Tale*; fabliau; pp. 264-280

**Week nine**—no discussion section meetings week nine

- 11/23 M Context: Renaissance Humanism; "Early Modern" vs. "Renaissance" as terms read Norton overview: pp. 531-541 (**formal papers 2.1 returned for revision**)  
 11/25 W More, Norton Intro and *Utopia*, Bk 1, pp. 569-597  
 \*\*THANKSGIVING HOLIDAY\*\*

**Week ten**

- \*11/30 M *Utopia*, Bks. 1-2 thru p. 645 (**formal paper 2.2 due electronically by noon**)  
 12/2 W *Utopia*, Bk. 2 through p. 645  
 12/4 F *Utopia* concluded. Essay Questions for the Final Exam will be available.

- 12/7 M formal paper 2.2 grades posted on Canvas

**\*Final Exam:** Wednesday, December 9th, 2015, 10:15-12:15 in our regular classroom.