

Syllabus for: (name of class)	
Introduction to British Literature: Beginnings through the 18th Century	
Semester & Year:	F 15
Course ID and Section Number:	ENGL-60-E7782
Number of Credits/Units:	3
Day/Time:	TTh 1:15-2:40
Location:	HUM 115
Instructor's Name:	Susan Nordlof
Contact Information:	Office location and hours: CA 120 TTh 9:30-11 Phone:707-476-4336 Email: Susan-Nordlof@redwoods.edu
Course Description (catalog description as described in course outline):	
An introduction to British literature from the middle ages through the eighteenth century. Students will explore the ideas and literary features of major works within their historical and cultural contexts.	
Student Learning Outcomes (as described in course outline) :	
<ol style="list-style-type: none"> 1. Generate interpretive arguments about literature that adhere to the conventions of literary analysis and academic discourse. 2. Apply knowledge of historical, intellectual, and/or cultural contexts in interpreting the significance of literary texts. 	
Special accommodations: College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request at least one week before the first test so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will be made. If you have a disability or believe you might benefit from disability related services and may need accommodations, please see me or contact Disabled Students Programs and Services. Students may make requests for alternative media by contacting DSPS.	
Academic Misconduct: Cheating, plagiarism, collusion, abuse of resource materials, computer misuse, fabrication or falsification, multiple submissions, complicity in academic misconduct, and/ or bearing false witness will not be tolerated. Violations will be dealt with according to the procedures and sanctions proscribed by the College of the Redwoods. Students caught plagiarizing or cheating on exams will receive an "F" in the course.	
<p>The student code of conduct is available on the College of the Redwoods website at: http://redwoods.edu/District/Board/New/Chapter5/AP%205500%20Conduct%20Code%20final%2002-07-2012.pdf</p> <p>Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the college catalog and on the College of the Redwoods homepage.</p>	
College of the Redwoods is committed to equal opportunity in employment, admission to the college, and in the conduct of all of its programs and activities.	

ESSENTIAL ENGL 60 COURSE INFORMATION: FALL 2015

INSTRUCTOR: Susan Nordlof

EMAIL: Susan-Nordlof@redwoods.edu

There is a basket on my office door if you want to leave work for me. Do not slide papers under my office door!

OFFICE HOURS: Creative Arts 121

TTh 9:30-11& by appointment.

If you show up at other times, please **do not** assume that I will be there or that I will be able to meet with you (since I may be preparing for class or running off to another class or to a meeting)

OFFICE PHONE/ VOICE-MAIL: (707) 476-433

MY WRITING CENTER HOURS:

For ENGL 54 Students Only

LRC 102 MW 8:30-9:55 M. M 2:50-4:15

DIRECTIONS FOR SUBMITTING PAPERS OUTSIDE OF CLASS

- **There are two places where you may leave assignments for me outside of the classroom: the instructor drop box in the CREATIVE ARTS building OR the basket hanging on my office door. The drop box is more secure.**
- **If you submit any work outside of class, you MUST ALSO send the same assignment to me attached to an email which informs me that you have left a printed copy in the dropbox or the basket. If an assignment has not been turned in during class, you must provide me with BOTH the printed and the digital copy. In most cases, the date and time of the emailed copy will determine the date/time the work has been submitted.**

COURSE DESCRIPTION

An introduction to British literature from the middle ages through the eighteenth century. Students will explore the ideas and literary features of major works within their historical and cultural contexts.

PREREQUISITE: ENGL 1A (OR EQUIVALENT)

To succeed in English 60, students will need to be able to analyze complex texts, respond to arguments with persuasive critical essays, and locate, synthesize, and document sources for use in response to arguments.

Students will need the follow skills in order to succeed: Develop a thesis-driven argument appropriate to an academic audience; critically read and respond to argumentative texts; generate and organize general and specific support for a thesis.

RECOMMENDED CO-ENROLLMENT: ENGL 54

Engl 54 is a credit/non-credit, open entry-exit course which you can take for .5 or 1 units. Enrollment allows you to use the services of the Writing Center (LRC 102)—**the most valuable of which is help and feedback from English instructors on your essay drafts (or other course work)**. You can schedule your Writing Center time slot around your existing schedule, and you can add the course later in the semester than most other classes. For more information, pick up an ENGL 54 handout from me or (beginning in Week 2) at the Writing Center itself.

REQUIRED TEXTS AND MATERIALS

► ***The Norton Anthology of English Literature*, ed. Stephen Greenblatt . Volumes A, B, C; 9th Ed.**
packaged with access code to the Norton Online companion website

► **Regular access to a computer and a printer (including the money and/or paper for printing).**

Students in this class must be willing and able to register with and to use/access the following regularly:

► **Canvas: ENGL 60 Course Website (by the beginning of Week 2)**

Some of the course materials may be available on the Canvas site only. Students will consult these materials, in some cases printing them and bringing them to class. The Canvas site will also contain many supplemental resources for the course.

► **Class-related email (via your CR email account) (ASAP Week 1)**

I will hold students responsible for any information I send to the class via email. Check your CR EMAIL often-- at least once a day M-Th is a good idea (and I do the same).

► **Turnitin.com** (an anti-plagiarism data base on the internet) (beginning the 5th week of classes)

OPTIONAL/RECOMMENDED TEXTS AND MATERIALS

► A large supply of Post-it notes if you don't want to write in your books (but annotating the books themselves is preferable).

► A college-level handbook with up-to-date information on MLA documentation. English majors should invest in the latest edition of the *MLA Handbook*.

There are many textbooks published which focus on analyzing literature and writing papers about literature. I will post on Canvas some handouts to help you. In addition, an introduction to literary criticism and theory text will be a good investment for the transfer-bound ENGL major.

REQUIRED COURSE WORK

Reading: The heart of this course is the **often rigorous reading assignments**. It is essential that you keep up with the reading. To do well in the class, you will have to read carefully, annotate your text and take reading notes, and review them before coming to class.

Reading Questions/Assignments/Quizzes: For each reading assignment quiz (including introductory and background readings), you will either answer a reading question as homework, post a discussion question in advance, or take a very brief in-class quiz. These assignments will give students credit for reading carefully and staying up-to-date. **Missed in-class quizzes CANNOT BE MADE UP, but I will drop the three lowest quiz scores at the end of the semester.**

Formal essays: Students will write **two** literary analysis essays (a minimum of 4 full pages, not including the Works Cited page)--two drafts of each required.

Essays that are **below the minimum length** will not earn passing grades. There is no maximum length.

Planning and revision are essential to college-level writing. **If your second draft does not show substantial revision, you run the risk of my not accepting it at all.**

Class Participation: This essential responsibility for an interesting class is shared by all of us. Most often, participation will center on whole-class discussions, though it may also include occasional small group work.

CONFERENCES: **At least one** conference with me outside of class time (probably in my office) is required when the first draft of the first essay is due.

GRADING

Reading Assignments, Questions, & Quizzes:	50%
Essays (2 @ 20% each):	40%
Participation:	10%

FOR GREATER PRECISION , I USE PLUS AND MINUS GRADES IN THIS COURSE WHEN EVALUATING ESSAYS AND WHEN CALCULATING FINAL GRADES.

EXTRA CREDIT: The CR English department has a **NO EXTRA CREDIT** policy. Students who wish to insure a passing grade or better should be attentive and diligent in completing the required course work on time, should attend class regularly and participate fully, and should make the best use of opportunities to seek expert feedback and revise their essays thoroughly (via ENGL 54 and/or instructor office hours).

ATTENDANCE POLICY

Since regular attendance is a critical factor in student success, students at the College are expected to attend all sessions of each class in which they are enrolled. In general, absences may be considered excessive when the number of absences exceeds the total number of hours that the class meets during one week. **The Attendance Policy for this class specifies that students may not miss more than two weeks of class (or 4 absences). If a student exceeds the limit on absences before week 11 of the semester, an instructor will notify the student that he or she has been dropped. After week 10, excessive absences will likely result in failure.**

INSTRUCTORS MAY DROP STUDENTS UP TO 10/30 FOR POOR ATTENDANCE AND/OR NON-PARTICIPATION (ASSIGNMENTS NOT TURNED IN).

IN ENGL 60, YOU WILL BE DROPPED FROM THE CLASS IN THE FOLLOWING CIRCUMSTANCES:

- **IF, BY 9/4/15, YOU HAVE HAD 2 OR MORE UNEXCUSED ABSENCES AND/OR HAVE NOT COMPLETED ANY READING ASSIGNMENTS (AS INDICATED BY NON-PARTICIPATION AND VERY LOW QUIZ SCORES).**
- **IF YOU HAVE 5 UNEXCUSED ABSENCES BEFORE 10/30/15.**
- **IF, BEFORE 10/30/15, YOU HAVE SHOWN A PATTERN OF NON-PARTICIPATION IN THE CLASS—NOT TURNING IN ESSAY ONE AND NOT COMPLETING MULTIPLE READING ASSIGNMENTS.**

ARRIVING LATE OR LEAVING EARLY WILL COUNT AS A HALF AN ABSENCE.

Students are considered late if they are not present when I take attendance at the beginning of class. (Plus quizzes are given at the beginning of class.)

If you are late, you must talk with me after class to insure that I have marked you tardy rather than absent.

TO BE COUNTED AS AN EXCUSED ABSENCE, YOU MUST PRODUCE MEDICAL OR LEGAL DOCUMENTATION CLEARLY STATING THAT YOU WERE TOO ILL TO ATTEND CLASS, YOU HAD A MEDICAL APPOINTMENT THAT CONFLICTED WITH CLASS, OR YOU WERE SUMMONED TO APPEAR IN COURT AT THE DAY/TIME OF CLASS.

NOTE: Students who are parents may receive excused absences if they show medical documentation for their children's illnesses or appointments.

I understand that many of you cannot afford to see a doctor for a cold or the flu. If you need an excused absence because of ailments like these, please see the CR Nurse.

CR Health Center: PE Building 114 707-476-4149

Schedule physical exams in person; all other services on a walk in basis.

DO NOT COME TO CLASS IF YOU ARE SICK! Medical documentation from the Health Center will be adequate to excuse an absence or provide a due date extension.

I DO take attendance and keep attendance records; students should also chart their attendance (including arriving late and leaving early) on the chart provided.

The last day for a student-initiated drop with a refund is **9/4/15**. The last day for a student-initiated drop or for an instructor-initiated drop (without a refund and with a “W” on your transcript) is **10/30/15**

Before I drop anyone from ENGL 60, I will try to communicate with the student, providing I am able to reach him or her in class or by email. Do not just assume, however, that if your attendance and/or course work is poor that I have dropped you or will drop you. Check with me and/or drop the class yourself up to **10/30/15**. **If you think I have dropped you in error, please talk to me about reinstating you in the class (I can do this).**

**AFTER OCT. 30, INSTRUCTORS CAN NO LONGER DROP STUDENTS FROM THE COURSE.
IF YOU STOP ATTENDING CLASS WITHOUT OFFICIALLY DROPPING OR BEING DROPPED,
YOU WILL RECEIVE AN “F” IN ENGL 60**

OTHER POLICIES

►**LATE WORK:** The essays should be turned in on their due dates, **unless you have medical documentation excusing an absence on the day the work was due.** Essays that are turned in late (without a special instructor OK) may be **docked a letter grade for each day late (including weekends—not just class days but all calendar days).** **Reading quizzes will not be accepted late, nor can you make them up.**

If you have an emergency that warrants special attention regarding a deadline, contact me before the deadline. When special circumstances arise, I reserve the right to adjust the late paper policy, based on my judgment of the student's emergency situation and his or her past performance in the class.

ESSAYS MAY BE CONSIDERED LATE IF THEY ARE TURNED IN ON TIME BUT ARE NOT READY TO BE GRADED BECAUSE A STUDENT (1) HAS NOT UPLOADED THE ESSAY TO TURNITIN.COM, (2) HAS NOT INCLUDED A FIRST DRAFT &/OR OTHER REQUIRED DOCUMENTS. In these cases, deadlines WILL NOT be extended.

►**COPIES:** Students are required to print and keep their own hard copies of all drafts (1st and 2nd) before turning them in to me. This is the best way to avoid losing work because of technological glitches.

►**INSTRUCTOR COMMENTS AND GRADES:** I realize that students are anxious to get graded papers back ASAP, but because of my teaching load and my desire to read and respond carefully, **do not expect to receive your paper back in less than TWO WEEKS. In addition, I do NOT use the My CR online gradebook, but I will provide you with materials for tracking and figuring your own grades. If you want to know the grade-to-date that I have for you in my gradebook, send me an email request.**

►**INCOMPLETES:** The final grade of “Incomplete” will only be given in very rare cases where serious circumstances (generally, a documented medical crisis) have prevented a student with a passing grade from completing no more than one major paper. Students who have failed to turn in more than one paper, who have poor attendance records, who do not have serious and compelling reasons for their late work, or who have not discussed the situation with me before the last week of classes are NOT appropriate candidates for the grade of “Incomplete.”

►**ACADEMIC HONESTY:** **No essay which contains plagiarism--no matter how small an amount or how unintentional--will be graded, and students who are guilty of blatant plagiarism will be referred to campus authorities for disciplinary action. See additional references to plagiarism and to inappropriate internet sources on the essay guidelines.**

STUDENTS ARE RESPONSIBLE FOR UPLOADING ALL FINAL DRAFTS To TURNITIN.COM, A SUBSCRIPTION DATABASE THAT CHECKS PAPERS FOR PLAGIARISM. (This is a CR English Department policy for all courses above the 350 level.)

YOUR ESSAY WILL NOT BE GRADED UNLESS IT HAS BEEN SCANNED BY THIS PROGRAM, AND I HAVE RECEIVED THE RESULTS.

If you are not entirely sure that you understand fully the academic definition of plagiarism, please meet with me for a tutorial on the subject. Please note that “plagiarism” includes anything (sentences, parts of sentences) that you have copied from the internet and have not cited appropriately.

I DO check Turnitin, and I DO enforce this policy.

INSTRUCTOR HELP ON ESSAYS: I am very happy to help students with their writing process at any stage: planning, writing or revising draft one. To access my help, however, you will need to meet with me during my office hours, or—if you enroll in ENGL 54—my Writing Center Hours. I may be able to answer a brief, simple question about your draft via email, but I cannot provide any substantive advice in an email. For students who cannot make my office hours, I may be able to schedule special appointments, but please keep in mind that I am limited by my teaching and meeting schedules.

SPECIAL NEEDS: If you have special needs due to a verifiable physical, psychological, or learning disability, you are legally entitled to appropriate accommodations. The college offers a variety of services to support students with special needs, and you should talk with me as soon as possible if you would like my help with arranging accommodations to ensure your success in this course.

► ELECTRONIC EQUIPMENT IN CLASS: Use of electronic devices in class, including cell phones and MP3 players, e-readers/notebook/notepad computers (without permission), and e-cigarettes or vaping devices. I HAVE A NO-TOLERANCE POLICY ABOUT TEXTING AND USING UNAUTHORIZED ELECTRONIC DEVICES IN CLASS. If you do so, I will stop whatever we are doing and tell you to leave the classroom. PUT YOUR PHONE &/or MP3 PLAYER AWAY before class starts, and turn off cell phones before entering the class. Texting or other inappropriate electronic activities during class will not only result in your being temporarily suspended from class IMMEDIATELY (that is, kicked out), but you may also be referred to campus disciplinary authorities. **CONSIDER THIS HANDOUT YOUR FIRST WARNING!**

If you need to use an e-reader, notebook, or computer in class, please note that using it for anything that is not directly related to our course work will result in the device being banned from future class meetings.

COURSE LEARNING OUTCOMES FOR ENGLISH 60

What should the students be able to do as a result of taking this course?

1. Generate interpretive arguments about literature that adhere to the conventions of literary analysis and academic discourse.
2. Apply knowledge of historical, intellectual, and/or cultural contexts in interpreting the significance of literary texts.

APPROPRIATE CLASSROOM CONDUCT

Generally, ENGL 60 students understand the standards of appropriate behavior for college students, so classroom conduct does not become a problem. **However, to avoid embarrassment or misunderstanding, students should be aware that the following behaviors are NOT ACCEPTABLE in class:**

- **Using your cell phone in class or using e-readers, computers, or electronic notebooks for anything that is not directly related to our course work. See the policy above on ELECTRONIC EQUIPMENT IN CLASS, and note in particular that texting will get you kicked out of class.**

●**Side conversations between students while class is in session.** Even if you are talking about class work, side conversations are discourteous to the instructor and to other students who are participating in class discussions or who are trying to listen. (Of course, paired or group activities are sometime part of the class activities.)

●**Interrupting the class by entering late, leaving early, or coming and going from the classroom while the class is in session.** Take care of personal needs before entering the classroom. If you walk out of the classroom repeatedly (before class is over) or wander in and out repeatedly, you will be warned and ultimately suspended from the class and referred to campus disciplinary authorities. Again, such repeated behavior is disruptive and discourteous to the instructor and to the other students. (Of course, occasionally emergencies occur which makes such interruptions unavoidable. In these cases, please try to be as unobtrusive as possible.)

●**Sleeping, resting with head on desk and/or with closed eyes, sitting with hat or hoodie covering eyes.** If you are too tired or too bored to stay awake in class, then you should not be there. **Please be warned that if you are sitting with your eyes covered or closed, I will interrupt the class and tell you to wake up or leave the classroom.**

●**Engaging your instructor in a dispute about a course policy and/or grade while class is in session.** The best time to discuss a policy and/or grade is during your instructor's office hours. If your instructor does not have office hours that you can attend, then ask for an appointment, perhaps before or after class or at another time that works for both of you.

Keep in mind that it is not unusual to feel stressed by course work or policies and/or to feel badly about a grade. It is best, however, to **wait until you are calm to discuss in person or by email such matters with your instructor.** Your strong emotions will not excuse inappropriate behavior or tone, including anger, rudeness, or blame (not only in face-to-face communications but also in emails).

EMERGENCY PROCEDURES

Please review the campus evacuation sites, including the closest site to this classroom (posted by the exit of each room) and review www.redwoods.edu/safety.asp for information on campus Emergency Procedures.

During an evacuation:

- Be aware of all marked exits from your area and building. Know the routes from your work area to the nearest exits.
- Once outside, move to the nearest evacuation point outside your building.
- Keep streets and walkways clear for emergency vehicles and personnel.
- Do not leave campus, unless it has been deemed safe by the Incident Commander or campus authorities. (Be aware CR's lower parking lot and 101 frontage are within the Tsunami Zone).

RAVE – College of the Redwoods has implemented an emergency alert system. Everyone is entered already to receive a message at their CR email address. In the event of an emergency on campus, you can also elect to receive an alert through your personal email, and/or phones at your home, office, and cell. This emergency alert system will be available to all students, staff, and other interested parties.

Registration is necessary in order to receive emergency alerts. Please go to

<https://www.GetRave.com/login/Redwoods>

and use the "Register" button on the top right portion of the registration page to create an account. During the registration process you can elect to add additional information, such as office phone, home phone, cell phone, and personal email. Please use your CR email address as your primary Registration Email. Your CR email address ends with "redwoods.edu."

We will test the system each semester to be sure that you are getting alerts at all of your destinations. Please contact Public Safety, 707-476-4112, security@redwoods.edu, if you have any questions.

ENGL 60 Class Schedule

**All assignments are due on the day that they appear on the syllabus.
IF THE SCHEDULE LISTS ONLY THE PAGE ON WHICH THE READING STARTS,
YOU ARE EXPECTED TO READ THE ENTIRE SECTION/CHAPTER.
If no page number is given, please consult the Table of Contents or Index.**

**Plan to have a class discussion and a reading quiz, question,
or other assignment on every reading.
Specific instructions for these questions or assignments may be given
at the previous class meeting and/or emailed to the class.
The quiz/reading question will always cover the reading that is assigned for that day,
even if our discussion has fallen behind schedule.**

**Generally, in-class activities will not appear on the syllabus, and scheduled in-class quizzes, &
discussions may be altered throughout the semester, depending on the needs of the class.**

The following schedule is subject to change in the event of extenuating circumstances.

Week 1

T 8/25

- Introduction to the course

TH 8/27

- “The Middle Ages,” 1-15, 19-22

Week 2

T 9/1

- Intro to *Sir Gawain*; *Sir Gawain and the Green Knight*, Parts 1-2

TH 9/3

- *Sir Gawain and the Green Knight*, Parts 3-4

Friday, 9/6 is the last day to drop with a refund and without a “W” on your transcript.

Week 3

T 9/8

- Introduction to Middle English, Chaucer, and *The Canterbury Tales*, 15-19, 213-217
- *The Canterbury Tales*, The General Prologue (lines 1-34), 218-9

TH 9/10

- *The Canterbury Tales*, The General Prologue (lines 35-end)

Week 4

T 9/15

- *The Canterbury Tales*, The Miller's Prologue and Tale

TH 9/17

- *The Canterbury Tales*, The Wife of Bath's Prologue and Tale

Week 5

T 9/22

- *The Canterbury Tales*, The Nun's Priest's Tale
- **Students receive essay assignment and topics for essay 1**

TH 9/24

Paper Talk Day! Come with questions about the essay assignments!

- Since there is no assigned reading for today, I recommend you get a head start on the big historical background reading assignment for the next class.

Week 6

T 9/29

- "The Sixteenth Century," "The Early Seventeenth Century,"

TH 10/1

- Sixteenth Century Lyric Poetry: Wyatt, "They Flee From Me"; Marlow, "The Passionate Shepherd to his Love"; Raleigh, "The Nymph's Reply to the Shepherd"; Spenser, From *Amoretti*: Sonnets 65, 75, 79; Sidney, From *Astrophil and Stella*: Sonnet 1, 31, 71; Shakespeare, Sonnets: 29, 55, 73, 116, 129

Obviously, these are a lot of poems to discuss in our 80-minute class period, so each of you should identify a few that especially interest you. After reading all the selections, go back and give those few a particularly close rereading, and be prepared to discuss what you found intriguing.

- **WE WILL SCHEDULE CONFERENCES ON PAPER 1 TODAY. THEY ARE REQUIRED AND WILL TAKE PLACE DURING WEEK 7 IN MY OFFICE OUTSIDE OF CLASS TIME. YOUR PROSPECTUS AND FIRST DRAFT IS DUE AT THE TIME OF YOUR CONFERENCE.**

Week 7

T 10/6

- Intro to Shakespeare and to *King Lear*
- *King Lear*, Act I

TH 10/8

- *King Lear*, Acts II-III

Week 8

T 10/13

- *King Lear*, Acts IV-V

TH 10/15

- **ESSAY 1 DUE**
- Introduction to Donne, 1260-2
Early 17th Century Lyric Poetry
- Donne: “The Good Morrow,” “The Sun Rising,” “The Flea,”
“Elegy 19: To His Mistress Going to Bed,” Holy Sonnet X, Holy Sonnet XIV
- Herrick: “Delight in Disorder,” “To the Virgins, To Make Much of Time,” “Corrina’s Going A Maying”
- Marvell: “To His Coy Mistress”

Again, these are a lot of poems to discuss in our 80-minute class period, so each of you should identify a few that especially interest you. After reading all the selections, go back and give those few a particularly close rereading, and be prepared to discuss what you found intriguing

Week 9

T 10/20

- Introduction to Milton and to *Paradise Lost*
- *Paradise Lost*, Book 1

TH 10/22

- *Paradise Lost*, Books 2-3
- **Topics for Essay 2 Passed Out**

Week 10

T 10/27

- *Paradise Lost*, Books 4-5

TH 10/29

- *Paradise Lost*, Summaries of Books 6-8, 10-11; Book 9, Book 12
- **WE WILL SCHEDULE CONFERENCES ON PAPER 2 TODAY, BUT THEY ARE OPTIONAL. THEY WILL TAKE PLACE DURING WEEK 11 IN MY OFFICE OUTSIDE OF CLASS TIME. THOSE WHO WANT A CONFERENCE SHOULD BRING A COMPLETE FIRST DRAFT OR AT LEAST A PROSPECTUS TO THE CONFERENCE.**

ANNOUNCEMENT: LAST DAY FOR A STUDENT-INITIATED DROP: FRIDAY, NOV. 1

Week 11

T 11/3

- Introduction to the Restoration and the Eighteenth Century

TH 11/5

- **IF YOU ARE DOING THE PAPER 2 ASSIGNMENT, YOUR FIRST DRAFT SHOULD BE COMPLETED BY TODAY. TWO DRAFTS MUST BE TURNED IN NEXT WEEK, SHOWING SUBSTANTIAL REVISION.**

Introduction to Congreve

- *The Way of the World*, Acts I-III

Week 12

T 11/10

- *The Way of the World*, Acts IV-V

TH 11/12

- **ESSAY 2 DUE**

- **Women's Issues in the 17th and 18th Centuries**

For all the readings, I recommend that you also read the author background material, though I will not quiz you on it.

- Astell: From *Some Reflections on Marriage* and "A Preface in Answer to Some Objections to *Some Reflections on Marriage*."
- Montague: "The Lover"
- "Debating Women: Arguments in Verse"
Swift, "The Lady's Dressing Room,"
Montague: "The Reasons that Induced...."

Please be prepared to discuss these readings in comparison to the gender and marriage issues in *The Way of the World*.

Week 13

T 11/17

- Introduction to Swift
- "A Description of a City Shower"
- "A Modest Proposal"

TH 11/19

- Introduction to Pope,
- *The Rape of the Lock*

Week 14

T 11/24

- Intro to Gay
- *The Beggar's Opera*, Acts 1-3 (All)
- **Topics for Essay 3 Passed Out**
- **WE WILL SCHEDULE CONFERENCES ON PAPER 3 TODAY, BUT THEY ARE OPTIONAL. THEY WILL TAKE PLACE DURING WEEK 15 IN MY OFFICE OUTSIDE OF CLASS TIME.**

THOSE WHO WANT A CONFERENCE SHOULD BRING A COMPLETE FIRST DRAFT OR AT LEAST A PROSPECTUS TO THE CONFERENCE.

TH 11/27 **THANKSGIVING HOLIDAY**

Week 15

T 12/1

- Intro to Heywood, 2565
- *Fantomina or Love in a Maze*

TH 12/3

IF YOU ARE DOING THE PAPER 3 ASSIGNMENT, YOUR FIRST DRAFT SHOULD BE COMPLETED BY TODAY. TWO DRAFTS MUST BE TURNED IN NEXT WEEK, SHOWING SUBSTANTIAL REVISION.

- “Elegy Written in a County Churchyard,” Gray
- Other 18th-Century poems TBA

FINALS WEEK:

TH 12/10 1-3 **NO EXAM. ESSAY 3 DUE AT TIME OF CLASS FINAL**

**I WILL POST GRADES ON CANVAS BY 12/18 at 6 pm.
DON'T FORGET TO CHECK WEB ADVISOR (VIA THE CR WEBSITE)
FOR YOUR OFFICIAL GRADE REPORT!**

Have a Great Winter Break!