

Camosun College Course Outline
English 280
Fall 2004

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Texts: *The Norton Anthology of English Literature Major Authors Volume A*

Shakespeare: *As You Like It*

(recommended) Kelley Griffith. *Writing Essays about Literature*

Course Description

Through the study of major authors, this course will investigate the development of British literature from Beowulf up to and including Milton. Readings will be presented in their historical context. Critical essays and a final exam will be required. Finished assignments will total approximately 5000 words and will range in length from 500 to 2500 words.

Outcomes

When reading some of the major works of early British literature, students will be encouraged to make connections, evaluate works based on established critical criteria, and recognize both the general characteristics of a literary movement and the characteristics of an author's style within the context of the period. Note that individual instructors may put a slight change of focus in this course by choosing one author over another, but the general tenor of the course will remain the same.

Students will:

- Analyze literature from 1000 to 1700 according to established critical criteria.
- Evaluate a variety of genres, which will include poetry, verse narrative, and drama according to critical precepts appropriate to the genre being presented.
- Compare works such as those from the Beowulf poet, Chaucer, the Gawain poet, Marlowe, Shakespeare, Donne, Spenser, Jonson, and Milton while applying concepts that demonstrate the development of British literature.

...cont.

When discussing the literature of this period, students will be encouraged to develop their own interpretations to the works using a variety of critical methods and resources.

Students will:

- Identify the socio-historical context of the works and relate the works to others as part of a literary continuum.
- Identify and account for recurring themes in the literature from 1000 to 1700.
- Relate this period's literature and its relevance to the continuum of literary works.
- Compare and contrast various works, authors and styles within the context of the literary movements in the early development of British literature.
- Distinguish between the subjective and objective aspects of works in order to formulate informed judgments about the works being discussed.
- Identify the influence of dominant critical theories or movements in the contexts of the literature studied

When writing about the literature of this period, students will be expected to demonstrate their understanding of the above issues and to explain, support and illustrate their interpretations of literature in essays and a final exam. Students will:

- Support their work with relevant textual evidence.
- Document sources using current MLA conventions.

Assignments:

Research Assignment	15%
Quizzes (4/5)	20%
Midterm in-class essay	15%
Essay	25%
Final Exam	25%

Full instructions will be provided for all assignments

Notes:

- borderline grades may be adjusted up or down at the discretion of the instructor, based on student effort and participation.
- All assignments must be submitted on the specified due dates to complete the course.
- Late submissions, without prior negotiated extensions, will be penalized 10% per day. After a week, the paper will only be accepted at the discretion of the instructor and then will receive only a "complete" (60%) grade, assuming the paper is worth that much.
- At least 80% attendance is expected for successful completion of the course. **The instructor reserves the right to refuse to accept work from a student who seems to be spending more time at home than in class.**
- Plagiarism will result in an automatic F grade for the work involved.

Grading System

A+ = 95-100%	B- = 70-74%
A = 90-94	C+ = 65-69
A- = 85-89	C = 60-64
B+ = 80-84	D = 50-59%
B = 75-79	F = Below 50%
	IN = Incomplete, must be negotiated

All papers will be given a letter grade, and a numerical grade (out of 25) to reflect the value in the year's work. The mark will be based on organization, quality of ideas and support, style and grammar, according to the following criteria:

A Range (85 - 100%) Superior level of achievement. A paper worth consulting.

exceptional insight into material or topic
detailed, significant discussion
effective organization for paper's purpose
fluent, error-free expression
may represent ideas or standard of achievement at a level above this one

B Range (70 - 84%) High level of achievement. A paper worth keeping.

competent treatment of material or topic but less originality or perception than for A
full but not so detailed discussion as for A
organization contributing to sense but remaining workmanlike
expression free of common errors

C+ (65 - 69%) More than satisfactory level of achievement. A paper worth doing.

sound content, reasonably well organized
clear but somewhat mechanical organization
expression generally free of errors that confuse sense. May display content at the B or even A level but with more than one or two serious mechanical errors.

C (60 - 64%) Sufficient level of achievement to proceed with next level. A readable paper.

acceptable but commonplace content adequately supported
mechanical but generally coherent organization
adequate but sometimes confusing expression

D (50 - 59%) Minimum level of achievement for which credit is granted. A paper worth rewriting.

limited or misleading content with inadequate or inappropriate support
incomplete or confusing organization
frequent errors in expression that confuse sense so much that readers are required to clarify sense for writer as they read

F (Below 50%) Minimum level not achieved. A paper worth discarding.

inadequate or inaccurate content
incoherent organization
many errors in expression that cause readers to give up in disgust
basically, no apparent effort made in the paper at all.