ENGL 261 “English Literature before 1800”
Units: 4
Fall 2018: MWF 1pm-2pm
Taper Hall 115

Professor Lawrence D. Green
Office: Taper Hall 426
Office Hours: MWF 2-3pm, and by appointment
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Course Description
Writers and readers need each other, and what we sometimes call “literature” is in fact the history of “creative writing.” Those who wish to write will always need to increase the number of tools at their disposal, and our long English history is a writer’s toolbox—a story of developing and testing the skills and crafts that finally can create for readers their windows into other lives and the human soul. We will explore this interplay of readers and writers in a number of genres such as narrative poetry, lyric poetry, drama, and fiction, by drawing upon writers such as Chaucer, Shakespeare, Donne, Milton, Pope and Swift. What kinds of stories did they write, and why? How did they put them together, and why in those ways? And finally, can we do better? Writers have always become better writers by being better readers, and readers finally know what they are reading when they try to be writers.

Learning Objectives
A student with a major in English should graduate with an appreciation for the relations between representation and the human soul, for the relations between words and ideas, and for the social utility of a sophisticated understanding of narrative.

Required Reading
Norton Anthology of English Literature, Nineth Edition, gen. ed. Stephen Greenblatt (the Norton head notes must be read for each author and period)

Assignments and Grading

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<tr>
<th>Description</th>
<th>% Each</th>
<th>% Final Grade</th>
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<td>3 critical papers, 1000-1500 words</td>
<td>15% each</td>
<td>45%</td>
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<td>6 craft exercises (300-500 words)</td>
<td>5% each</td>
<td>30%</td>
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<td>Daily discussion and participation (daily)</td>
<td>10%</td>
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<td>Final examination</td>
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Attendance: You cannot participate if you are not present, and tardiness disrupts discussion. Three unexcused absences will result in a loss of all credit for participation. If you are not present at the moment I call the roll, you are absent.

Technology: No electronics of any kind whatsoever will be allowed in our classroom. Bring your book, notebook, and pen to class to take notes.
Weekly Course Schedule
Adjustments may be made during the course of the semester.

Introduction to course and to “Middle Ages” and tales
1: August 20, 22, 24  Read: Chaucer, General Prologue
2: August 27, 29, 31  Read: Chaucer, Miller’s Prologue & Tale
Exercise 1A: Character sketch in verse, due Monday
Read: Wife of Bath’s Prologue and Tale
Exercise 1B: Narrator and tale, due Wednesday

Introduction to 16th Century poetry and drama
4. September 10, 12, 14  Read: Wyatt, Surrey, and Sidney, Sonnets
5. September 17, 19, 21  Read: Shakespeare, Sonnets
Exercise 2A: Sonnet indirection, in verse
6. September 24, 26, 28  Read: Shakespeare, Othello (or perhaps King Lear)
Exercise 2B: Rhetorical figures, in verse, due Wednesday
*** PAPER 1 DUE on Sept 26
7. October 1, 3, 5  Read: Shakespeare, Othello
Exercise 3A: Amplify, abbreviate, in prose, due Wednesday

Introduction to 17th Century poetry
8. October 8, 10, 12  Read: Donne, Songs & Sonnets
Exercise 3B: Theme and variation, in prose, due Wednesday
9. October 15, 17, 19  Read: Donne, Songs & Sonnets
Exercise 4A: Conceit, in verse, due Wednesday
10. October 22, 25, 26  Read Herbert, Herrick, Marvell
Exercise 4B: Self Absorption, in verse, due Wednesday
*** PAPER 2 DUE on Oct 25
11. October 29, 31, Nov 2  Spring Recess
12. November 5, 7, 9  Read Milton, Paradise Lost, bk 1
Exercise 5A: Paragraph sentence—in verse, due Wednesday
13. November 12, 14, 16  Read Milton, Paradise Lost, bk 9, 10
Exercise 5B: Amplify, abbreviate, in prose, due Wednesday

Introduction to 18th Century literature
[Nov 21, 23 Thanksgiving Break, no class]
15. November 26, 28, 30  Read Swift, “Modest Proposal”
Read Swift, Gulliver’s Travels, bk 1 and 3
*** PAPER 3 DUE on Nov 28

Policies and Guidelines
All papers and examinations must be completed for a passing grade in the course. Attendance is mandatory. In-class activities cannot be “made-up.” All written assignments are due at the start of class, and will be graded down one-half grade point for each day late. You may anticipate that one of your
examination questions will be based upon what you have written in one of your own formal papers, and you must receive a passing grade on this question in order to pass the course. There will be no “Incomplete” grades.

Plan carefully for the workloads in your various courses. The fact that work may be required in your other courses is not an acceptable excuse for failing to do required work in this course at the required time. Active participation requires familiarity with the assigned text, a developing sense of issues and contexts, and acute sensitivity to what your colleagues have to say. You cannot participate actively in a discussion if you are late to the discussion, and much less if you are not present. Tardiness will be recorded as an absence.

FORMAL PAPERS will be 1000 words in length (four to five pages), excluding quotations. Papers must be typed, double spaced, with margins sufficient for me to write responses to you. Late papers will be penalized for each day late. Papers are due at the start of class on the day assigned.

All papers must have a cover sheet with a brief description of your paper. That description must begin with a single sentence (one sentence) that articulates the principal contention or assertion of your paper. Your cover sheet must include a word-count for your paper.

You are permitted ONE blunder in spelling or editing for each page you submit. If you cannot spell, find a friend or computer that can; better yet, learn. Papers with more blunders will be marked sharply downwards.

EXERCISES in writing are central to this course; they are not so much “creative” as they are hands-on explorations of the skills and craft used by the author under discussion. Each exercise should be about a page in length, and never more than two. You will divide into two groups and each group will alternate in preparing the exercise; there are twelve exercises and each person will execute six of them. The exercises listed on our syllabus may change. Anyone may do extra exercises and receive extra credit. The point of the exercises is not to get the “right answer” but to understand what went into making the literature what it is, and the test of a good response is the vigor of the class discussion it may provoke. I anticipate that we will all make a mess of these exercises, so relax. You will be rewarded for taking intellectual risks.

Statement on Academic Conduct and Support Systems

Academic Conduct:
Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct.

Support Systems:
Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. engemannshc.usc.edu/counseling

National Suicide Prevention Lifeline – 1 (800) 273-8255
Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. www.suicidepreventionlifeline.org

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Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call
Free and confidential therapy services, workshops, and training for situations related to gender-based harm. engemannshc.usc.edu/rsvp

Sexual Assault Resource Center
For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: sarc.usc.edu

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086
Works with faculty, staff, visitors, applicants, and students around issues of protected class. equity.usc.edu

Bias Assessment Response and Support
Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. studentaffairs.usc.edu/bias-assessment-response-support

The Office of Disability Services and Programs
Provides certification for students with disabilities and helps arrange relevant accommodations. dsp.usc.edu

USC Support and Advocacy (USCSA) – (213) 821-4710
Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. studentaffairs.usc.edu/ssa

Diversity at USC
Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. diversity.usc.edu

USC Emergency Information
Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. emergency.usc.edu

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.
Provides overall safety to USC community. dps.usc.edu