

**Canadian Nazarene College**  
**ENGL 120b Representative Literary Works**

Winter 1999

Instructor: Karen Overbye

Office hours: one half hour before and after class and by appt.

**Texts (in order of use)**

Stott, Jon C., Raymond E. Jones, and Rick Bowers, eds. *The HBJ Anthology of Literature*.

Toronto: Harcourt, 1993. (you will need the poetry and drama sections this term)

Troyka, Lynn Quitman. *Simon & Schuster Quick Access Reference for Writers*. 2nd ed. Upper

Saddle River, NJ: Prentice, 1998.

Morrison, Toni. *Beloved*. New York: Signet, 1988.

**Class Objectives**

1. To introduce students to a wide range of literary works from the fourteenth to the twentieth centuries and to situate these works in their various historical and cultural contexts.
2. To develop skills in critical reading and to give students a vocabulary for discussing literary works.
3. To enable students to develop and improve their writing skills.

**Class Requirements**

1. To do all the prescribed readings **before** class and be prepared to participate in class discussion. If you are having trouble with any of the readings, please see me rather than relying on such unreliable study “aids” as Coles Notes.
  2. To complete all assignments (including those which are ungraded) and exams. Assignments are due on the date specified; late assignments will be penalized one grade per day late; for example, an “A” will receive an “A-,” and it will receive a “B+” after two days, etc
- \*\* Students should note that plagiarism is a serious offense and will result in consequences ranging from a grade of F to expulsion. Students should familiarize themselves with the information given in the college calendar and on the course handouts on fair and unfair uses of secondary material.

**Classroom behavior policy:** I expect students to help me maintain a class atmosphere of mutual respect conducive to learning and the exchange of ideas; therefore, students who disrupt the class by distracting behavior, including talking or writing notes to each other during class, may be asked to leave the class. Students who continue to be disruptive may be reported to the Dean.

**Absence policy:** The instructor reserves the right to require a student to withdraw from the class after three (3) unexcused absences in one term. A late arrival equals .5 absence.

◆ Students are responsible for all information and assignments given during class (i.e., if you are absent from a class, it is up to you to find out what you missed).

**Christian perspective:** This class explores a variety of approaches to the works we study, including a Christian perspective that will be offered (and invited). Students should be aware that no literary work chosen is meant to offend their beliefs, and they should be prepared to read and judge all works accordingly, as mature college students.

**English 120b Outline**  
**page two**

**Assessment** will be weighted on the following basis:

- 2 essays (worth 10 and 20%)	30
- Midterm exam	10
- Presentation (including hand-in assessments)	10
- Participation and in-class assignments	10
- Final Exam	<u>40</u>
	100

Essay lengths: Essay #1 = 1000 words; Essay #2 = 1250-1500 words. **A written draft of essay #1 must go through the scheduled group evaluation process before it is accepted on the due date, or the student will be penalized a full letter grade on the paper.** The mark for class participation is based on joining in class discussion, contributing to group assignments (including peer evaluations), and submitting ungraded assignments. The presentation will be done as part of a group, and the mark will be based on preparation, participation, and evaluation of other presentations as well as the presentation itself.

**Assignment format:** (see p. 218 of *Quick Access* for a sample first page)

Work should be double-spaced, with 1" margins all around, on one side of each page. While short assignments may be handwritten on ruled paper, all out-of-class essays must be typed or computer printed on blank white paper. For essays, number your pages in the upper right corner of the page and include your surname just before the number. Do not include a separate title page; instead, provide your name, your instructor's name, your course number, and the date on separate lines at the top left corner of your first page. Double-space after this information, center your title, and double-space again before the first line of your essay. Fasten your essay with a paper clip or a staple (no folders, please).

**Problems with the material and/or assignments:** I want you to succeed! Please let me know if you are having trouble with any of the material. We will make time for extra review or explanations.

**Schedule** (proposed)

We will try to follow the schedule for readings and due dates as closely as possible, but some changes are inevitable (we may need to take more or less time on a particular problem or exercise, for example). Short quizzes and in-class composition assignments are not always announced ahead of time.

**Remember to bring the appropriate text to each class.**

\* Page numbers refer to the anthology.

Jan.	13	Introduction to English 120b and to Shakespeare
	15, 20, 22, 27	Shakespeare, <i>The Tempest</i> (852-909)
	29	<b>Essay #1 draft for peer evaluation (bring 3 copies) due</b>
Feb.	3	<b>Essay #1 final version due (with attached draft copies);</b> intro. to Chaucer
	5, 10	Chaucer, excerpt of "General Prologue" from <i>The Canterbury Tales</i> (29-36)
	12	Anonymous ballads: "Sir Patrick Spens" (60) and "Lord Randall" (66)

## English 120b Outline

### page three

- Feb. 17 Marlowe, “The Passionate Shepherd to His Love” (91) (and some responses)  
19 Shakespeare, Sonnet 130 (96)  
24 Donne, Holy Sonnet XIV (105)  
26 **Midterm exam**
- March 1-5 Spring Break **\*you will need to finish reading *Beloved* before the 10th**  
10, 12, 17, 19 Morrison, *Beloved*  
24 Jonson, “Come, my Celia” (111) and “On My First Son” (112)  
26 Milton, “When I consider how my light is spent” (126) and  
“Methought I saw my late espousèd saint” (127)  
31 **Essay #2 due at the beginning of class**  
Bradstreet, “The Author to her Book” (129) and “To my Dear and loving Husband” (130)
- April 2 Good Friday—no class  
7 Marvell, “To His Coy Mistress” (133)  
9 Pope, “An Essay on Man” from *Epistle II* (186)  
14 Completion of topics and review  
**TBA FINAL EXAM**

## Essay #1 Topics

**Draft due: Jan. 29, 1999 (bring 3 copies for peer evaluation)**

**Final version due: Feb. 3, 1999**

Choose one of the following topics, and write a well developed, organized essay. Use the format described in your course outline. Underline your thesis statement. Make sure that each topic sentence reflects your thesis and advances your argument. All quotations should be integrated smoothly into the text of your essay. Cite your references according to MLA format, and include a Works Cited at the end of your paper. You do not need to use secondary sources, but if you do, you must reference them properly or risk charges of plagiarism.

1. Imagine you have two relatives who want to make a substantial donation to CNC’s scholarship fund, but they are concerned that the literature studied may not support a Christian perspective. Use *The Tempest* (and referring to Act V in particular) as an example of a work that supports Christian ideology to set their minds at ease.
2. There have been several films (*Forbidden Planet*, *Prospero’s Books*, etc.) made that employ themes and/or storylines from *The Tempest*, besides adaptations and filming of the plays itself. Evaluate the film’s adherence to and departure from the original play. Include a recommendation for viewing with students of Shakespeare’s works in mind.
3. *The Tempest* was performed sometime in the winter season of 1612-13 as part of celebrations at court in honor of the marriage of the Princess Elizabeth. This was not its first production at court, so it is likely that it was performed by request. Why is this play especially appropriate for wedding festivities, in spite of its revenge theme?