English 4120 Seventeenth Century British Literature  
Dr. Kerri Allen  
Fall 2014  
Department of English  
School of Liberal Arts  
Dalton State College

CONTACT INFORMATION:  
CRN #: 80207  Section: 01  
Class time: MW 3:05-4:20  
Office: LIA 232  
Office Hours: MW 12:15-1:30 & 4:30-5:00; T 12:15-4:00  
Writing Lab Hours: T 4:00-5:00  
Office Phone: 706-272-4592  
Email address: klallen@daltonstate.edu (I check email Monday-Friday until 5:00 p.m.)  
*It is YOUR responsibility to check DSC email and D2L regularly for class news and notes.

REQUIRED MATERIALS:  

CATALOG DESCRIPTION:  
Prerequisite: Any 2000-level literature course with a C or better (non-English majors); *OR*  
ENGL 3010 (English majors) (Revised on May 7, 2013).  
This course examines significant issues, themes, and ideologies in selections of seventeenth-century British literature studied in terms of their original context.  
Students must earn a C or better in order for an upper-level course to count towards a bachelor’s degree.

COURSE DESCRIPTION:  
This course surveys works by seventeenth century British writers. Students will read works by authors such as Amelia Lanyer, John Donne, George Herbert, John Milton, and Margaret Cavendish. Literary terms and historical, biographical, and cultural contexts will be explored in relation to the literature.

STUDENT LEARNING OUTCOMES:  

**Outcome 1:** Students will use technology and gather data to conduct research from various sources, including electronic media, and demonstrate an understanding of plagiarism by acknowledging and citing informational sources correctly. (Critical Thinking)  
**Outcome 2:** Students will analyze, evaluate, and provide convincing reasons in support of conclusions and arguments. (Critical Thinking)  
**Outcome 3:** Students will demonstrate an ability to evaluate observations, inferences, or relationships in works under investigation.
Outcome 4: Students will demonstrate the ability to make informed judgments in interpreting works of art, literature, or other aesthetic experiences of cultures throughout the world.

Outcome 5: Students will articulate an understanding of individual and cultural differences and perspectives across the globe. (Humanities/Fine Arts)

ASSESSMENT OF STUDENT LEARNING OUTCOMES:
1. Seventy-five percent of students will make a 75% or better on the research and documentation components of the Context Analysis.
2. Seventy-five percent of students will make a 75% or better on the analysis component on the Literary Analysis.
3. Seventy-five percent of students will make a 75% or better on the evaluation component of the Theoretical Analysis.
4. Seventy-five percent of students will make a 75% or better on an analysis component of the Theoretical Analysis.
5. Seventy-five percent of the students will earn 75% or better on the analysis component of the Final Exam Essay in which they will explain individual or cultural differences and similarities as they are reflected by a few artists and aesthetic works.

COURSEWORK:
1. Literary Analysis: 20% (200 points)
   Students will choose one work that the class has read so far and write a five-six page thesis-driven essay for his/her interpretation of the text. Students may not use any secondary sources.

2. Theoretical Analysis: 20% (200 points)
   Students will choose one work that the class has read so far and write a six-seven page essay that examines that work through a specific theoretical lens. Students must use two-three secondary sources.

3. Context Analysis: 20% (200 points)
   Students will choose a piece of literature from the semester and compose an eight-ten page essay that explores the influence of historical, biographical, cultural, and/or literary contexts on that work. Each student must use four-six secondary sources.

4. Context Exams: 10% (100 points)
   Students will take two context exams that cover the historical, biographical, and cultural contexts discussed in class. Each exam is worth fifty points.

5. Presentation: 10% (100 points)
   Students will work individually to present biographical information about one author assigned on the syllabus. The project will consist of two parts: a five-ten minute presentation and a word document or Power Point presentation with a Works Cited/Bibliography page.
6. Final Exam: 20% (200 points)
   The final exam will consist of a context exam and an in-class essay. The in-class essay will ask you to compare and contrast IN DETAIL three works from the entire semester. This essay must be at least six developed, specific paragraphs (an introduction, minimum of four substantive body paragraphs, and a conclusion).

   *Detailed descriptions for each assignment will be given throughout the semester.

ATTENDANCE POLICY:
Students who miss five or more classes risk failing the course. Any student at risk of failure due to absences can exercise the right to withdraw voluntarily from the course by midterm and receive a W or after the midterm and receive a WF. *I reserve the right to handle each situation with extenuating circumstances on a case-by-case basis.

EMERGENCY INSTRUCTIONAL PLAN:
If the college is closed for inclement weather or other conditions, please consult the course calendar that I gave you at the beginning of the semester and complete the assigned readings. Then, check your email for additional assignments, activities, and due dates. If it is not possible for me to email you additional assignments because of loss of power, please write a summary of the assigned reading, complete all exercises within the chapter (if applicable), and bring them to the next class. If conditions allow, I will load a learning module of the missed lecture in D2L/GeorgiaView, and I will be available to answer questions through email. Compensatory make-up days may be required if the total number of days lost exceeds the equivalent of one week of class time.

OFFICIALLY APPROVED DSC GROUPS AND ACTIVITIES: (Effective Fall 2013)
When students are engaged in officially approved Dalton State groups or activities that require them to participate in events off campus during school days, they shall be treated similarly to any faculty or staff member acting in that same capacity. Thus, just as faculty and staff have excused absences from their regular work schedules, students shall be excused from class without penalty if they are off campus representing Dalton State College in an approved, official capacity during their regular class time. Examples include presenting a paper or otherwise participating in a conference, attending a University System student affairs event, participating in intercollegiate competition (athletic or academic), participating in an approved field trip, etc. Just as faculty and staff members are required to submit Request to Travel forms for approval, in order to be excused, the student needs to provide the following information to the instructor prior to the date when he/she will be absent from class:

1. notification of the event (in the case of athletics, students should provide each instructor a schedule of away events at the beginning of the semester or as soon as possible after the schedule is available);

2. estimated time of departure from and return to campus (for example, if a student has an away game in the evening and will not be leaving campus until 3:00, he/she will not be excused from classes prior to that time on that day; similarly if the event is in the morning and the student will be returning to campus during the day, he/she is expected to attend any class scheduled after the return trip); and
3. contact information for the person or organization sponsoring/authorizing the student’s participation in the event.

The student shall be allowed to make up any work missed during the time he/she is off campus representing DSC in an official capacity. He/she shall discuss what will be missed with the instructor and make arrangements to make up any assignments, tests, presentations, etc. that were scheduled on that date.

**LATE WORK AND MAKE-UP WORK POLICY:**
I define late work as an assignment that a student turns in after the due date (after 5:00 p.m. on the due date). Students may turn in assignments in class on the due date or turn in the assignments at my office on the due date by 5:00 p.m. If a student does not turn in an assignment by 5:00 p.m. on the due date, then the assignment is late and earns a zero.

Any student who misses class on the day an assignment is due (either an in-class or out-of-class assignment) must call or email me **on the due date** to make arrangements to make up the assignment. If the student fails to notify me on the due date, he/she must provide a verifiable reason for his/her absence ASAP. (A verifiable reason means that a student can provide valid, written verification of the absence, such as a doctor’s note, note from a law enforcement agency, etc.) The student must make up the assignment within one week of the absence.

*Students may email me an assignment but only in extenuating circumstances and only when I have cleared them to do so.*

**CHEATING AND/OR POOR CONDUCT:**
The *College Catalog*, which contains the *Student Handbook*, addresses the topics of dishonest and disruptive behavior. The handbook also lists the procedure and possible consequences of dishonest and disruptive behavior. For more information on cheating/dishonest behavior, see the section on plagiarism below.

Classroom etiquette:
1. Small snacks and drinks are permitted as long as eaten quietly. No large meals please.
2. It should go without saying that students are expected to be in class on time and to turn off their cell phones. Laptops are permitted as long as they do not become distractions to the student using the laptop and/or those students around him/her. Disrupting the learning environment includes, but is not limited to, answering cell phones, text messaging, and having private conversations during class.
3. Students should enter the classroom prepared to work and should be respectful of their peers. They might be required to exchange papers with their peers to work on editing skills. Also, from time to time, I might use examples from student papers to work on development skills. All examples would be anonymous. Common decency expects that criticism of classmates’ work and ideas will be constructive and polite at all times.

*Any student who displays disruptive behavior will receive a verbal or written warning. A student who continually engages in disruptive behavior may be asked to leave the room. In such a case, I will notify the Dean of Student Affairs.*
PLAGIARISM:
Academic dishonesty (plagiarism and cheating) is a very serious offense. It occurs when a student
1. Collaborates with another student on a paper or in any way represents someone else’s work as his/her own.
2. Incorporates into an essay language, syntax, ideas, organization, and/or information obtained from another source without giving proper credit.
3. Gives or receives unauthorized aid on a quiz or examination.

If any student engages in any of the activities described above, that student will earn a score of 0 on the exam or essay. Should the student commit any act of academic dishonesty a second time, that student will fail the course, and I will report the incident to the Discipline Committee, who will then meet with the student to discuss the case and consequences. **Be aware: I might report a first time offense to the Academic Conduct Committee. I will handle incidents on a case by case basis.**

DISABILITY SUPPORT SERVICES:  (Revised July 30, 2014)
Students with disabilities or special needs are encouraged to contact Disability Support Services. In order to make an appointment or to obtain information on the process for qualifying for accommodations, the student should visit the Disability Support Services Library Guide at http://www.libguides.daltonstate.edu/Disability or contact the Coordinator of Disability Support Services.

Contact information:
Andrea Roberson, Coordinator
Pope Student Center, lower level
706-272-2524
aroberson@daltonstate.edu

DROP/WITHDRAWAL POLICY:
Students wishing to withdraw from the course may do so without penalty until the mid-point of the semester, and a grade of W will be assigned. After that point, withdrawal without penalty is permitted only in cases of extreme hardship as determined by the Vice President for Academic Affairs; otherwise a grade of WF will be issued. (Please note: At Dalton State College, the Hardship Withdrawal process requires students to withdraw from all classes at the college.) The proper form for dropping a course is the **Schedule Adjustment Form**, which can be obtained at the Enrollment Services Office in Westcott Hall. The Schedule Adjustment Form must be submitted to the Enrollment Services Office. Students who disappear, completing neither the official withdrawal procedure nor the course work, will receive the grade of F. **This instructor will not withdraw students from the class. Withdrawal from any Dalton State College classes is a student responsibility.** The last day to withdraw from classes without penalty is **Tuesday, October 21, 2014.**
COMPLETE COURSE WITHDRAWAL:
“The proper form for withdrawing from all classes at the college after the official drop/add period but before the published withdrawal date is the Schedule Adjustment Form. All students must meet with a staff member at the Office of Academic Resources in the Pope Student Center to initiate the withdrawal process. After meeting with the staff member, students will then finalize the withdrawal process in the Enrollment Services Office.”

WORKFORCE DEVELOPMENT: (Revised July 30, 2014)
Workforce Investment Act Office Hours:
TECH 223/Scott McNabb
8am - 4:00pm
Monday, Tuesday, Wednesday, and Friday
706-272-2635 or smcnabb@daltonstate.edu
Department of Labor
8:30am – 2:30pm Thursday

TECH 224/Krista Kennedy-Leonard
8am - 4:00pm Monday - Friday
706-272-4499 or kkennedy@daltonstate.edu

Blue Slip (Department of Labor Form): Submit the signed form to the Department of Labor on the last Friday of each month.

ENGLISH SECONDARY EDUCATION MAJORS:

Conceptual Framework Vision Statement:
The unit’s vision is to become a 21st-century regional teacher education preparation program of choice. We firmly believe that our teacher candidates, as they enter the classroom, will have the self-efficacy to appropriately apply their professional content and pedagogical knowledge in a variety of teaching contexts (Gorrell & Capron, 1990). The unit will accomplish this vision by closely working with our public school partners. Through sharing in the preparation of teacher candidates, we will produce teachers who are ready to enter the teaching field demonstrating competence, collaboration, caring, and reflection to build effective classrooms environments to support all learners (Eisner, 2005; Gardner; 1985; Lezotte, 1997).

Georgia Performance Standards
- The student demonstrates comprehension by identifying evidence (i.e., examples of diction, imagery, point of view, figurative language, symbolism, plot events and main ideas) in a variety of texts representative of different genres (i.e., poetry, prose [short story, novel, essay, editorial, biography], and drama) and using this evidence as the basis for interpretation. (ELAALRL1)
- The student deepens understanding of literary works by relating them to their contemporary context or historical background, as well as to works from other time periods. (ELAALRL3)
• The student employs a variety of writing genres to demonstrate a comprehensive grasp of significant ideas in selected literary works. The student composes essays, narratives, poems, or technical documents. (ELAA1RL4), (ELA9RL4), (ELA10RL4)

• The student deepens understanding of literary works by relating them to contemporary context or historical background. (ELA9RL3), (ELA10RL3)

• The student uses research and technology to support writing. (ELA11W3)

• The student practices both timed and process writing and, when applicable, uses the writing process to develop, revise, and evaluate writing. (ELA11W4)

**GACE English Framework**

• Understand various genres (i.e., prose, poetry, and drama) and identify the use and purpose of literary elements, themes, styles, and structures in works of literature.

• Understand the use of research and technology in writing.

• Understand the purposes, structures, elements, and meanings of British and Commonwealth prose, poetry, and drama of different movements and periods.

• Understand writing as a process.

• Understand the use of research and technology in writing.

• Understand techniques for developing organized, focused writing for the analysis of literary and informational texts.

• Understand principles and techniques for preparing and delivering oral and visual communication.

**Conceptual Framework Professional Outcomes**

*Professional Outcome #1: Competent*

Candidates will demonstrate competency inherent in a liberal arts curriculum, advanced competency in content areas, and specific competency in professional pedagogy.

**INTASC Principles**

*Interstate New Teachers Assessment and Support Consortium*

Principle 1: Making content meaningful

Principle 6: Communication/knowledge
You probably have heard of lawsuits about plagiarism in the publishing and recording industries. You may also have had classroom discussions about academic plagiarism. Derived from the Latin word *plagiarius* (kidnapper), *plagiarism* refers to a form of cheating that has been defined as the false assumption of authorship: the wrongful act of taking the product of another person’s mind and presenting it as one’s own (Alexander Lindey, *Plagiarism and Originality* [New York: Harper, 1952] 2). To use another person’s ideas or expressions in your writing without acknowledging the source is to plagiarize. Plagiarism, then, constitutes intellectual theft and often carries severe penalties, ranging from failure in a course to expulsion from school.

Is the above paragraph an example of plagiarism even though it contains quotation marks and documentation within it? Yes, it is plagiarism because it was copied word for word from the MLA Handbook for Writers of Research Papers, Fourth Edition by Joseph Gibaldi. It should be introduced and cited as follows:

Note the definition of plagiarism offered by the primary writer of a handbook for writing research papers:

You probably have heard of lawsuits about plagiarism in the publishing and recording industries. You may also have had classroom discussions about academic plagiarism. Derived from the Latin word *plagiarius* (kidnapper), *plagiarism* refers to a form of cheating that has been defined as the false assumption of authorship: the wrongful act of taking the product of another person’s mind and presenting it as one’s own (Alexander Lindey, *Plagiarism and Originality* [New York: Harper, 1952] 2). To use another person’s ideas or expressions in your writing without acknowledging the source is to plagiarize. Plagiarism, then, constitutes intellectual theft and often carries severe penalties, ranging from failure in a course to expulsion from school (Gibaldi 26).

In writing a research paper, every direct use from another source must be put into quotation marks and then cited within the body of the paper with the author’s last name and the page number. Also, every phrase, word, idea, or passage which has been put into the writer’s own words (paraphrased) and used in the paper must be cited at the end of the paraphrased material with the author’s last name and page number, but the quotation marks are not necessary.

**What Plagiarism Is:**
The use of another’s writing without proper use of quotation marks

The borrowing or buying of a term paper or speech

The borrowing of a phrase, use of an idea, or the paraphrasing of material if that information is not properly documented

**What Plagiarism Is Not:**
A summary of a total work based on the writer’s impression

Original ideas and reactions based upon reading critical views in secondary sources

Common knowledge about the particular author, works, or topic
Instructors May Suspect Plagiarism If:
Writing or speaking style is significantly different from the student’s normal style
Vocabulary used is that which is not commonly used by the student
Sentence structure varies widely from the student’s writing
Specific and limited knowledge is treated as common knowledge

Consequences Of Plagiarism May Include:
0 on the paper or speech
F in class at the Instructor’s discretion, if stated in the Instructor’s syllabus
Referral to the Dean of Student Affairs with a conference pending
Referral to the Discipline Committee for appropriate action

Cases of plagiarism may be submitted to Student Conduct for a hearing and possible sanctioning.
These sanctions could include:
  - Disciplinary Warning
  - Disciplinary Probation
  - Disciplinary Suspension
  - Disciplinary Expulsion

Examples
Following you will find examples, both correct and incorrect, of various ways to use sources in your papers. First, read the original material and then compare the various styles of documentation.

Original Material
Although commentators differ on the question of which models and sources proved most significant, they tend to concur on the question of how Huckleberry Finn transformed American literature. Twain’s innovation of having a vernacular-speaking child tell his own story in his own words was the first stroke of brilliance; Twain’s awareness of the power of satire in the service of social criticism was the second. Huck’s voice combined with Twain’s satiric genius changed the shape of fiction in America (Fishkin 3).

Direct Quote
Even though literary critics may differ on the finer points of Twain’s novel Huckleberry Finn, most tend to agree that Mark Twain’s satiric genius and his use of the youthful Huck’s voice as narrator change the shape of fiction in America (Fishkin 3).

It is widely felt that critics believe Mark Twain forever change American literature with his masterpiece Huckleberry Finn. According to critic Shelley Fishkin, Twain’s innovation of
having a vernacular-speaking child tell his own story in his own words was the first stroke of brilliance; Twain’s awareness of the power of satire in the service of social criticism was the second (Fishkin 3).

**Short Paraphrase**
Critics agree that Mark Twain changed the course of American fiction in his novel *Huckleberry Finn* with his skillful treatment of point of view and social satire (Fishkin 3).

**Long Paraphrase**
Even though there is great dissension among commentators concerning the model Twain used to create *Huckleberry Finn*, almost all are in agreement on one aspect: how *Huckleberry Finn* permanently changed the face of American literature. Having a child tell the story in his own dialect combined with utilizing satire as a means of criticizing society were Twain’s two strokes of genius that forever altered American literature (Fishkin 3).

**Incorrect Paraphrase**
Mark Twain changed American literature. His innovation of having a vernacular-speaking child tell his town story in his own words was a stroke of brilliance. Also, the fact that he used the power of satire in the service for social criticism was innovative (Fishkin 3).

Works Cited

**COURSE CALENDAR:**
*Deviations may be necessary to the calendar throughout the course of the semester.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture Topics</th>
<th>Assignments Due/ In-class graded work</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(Emboldened assignments = graded in-class assignments)</td>
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<tr>
<td><strong>August</strong></td>
<td></td>
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<tr>
<td>M 11</td>
<td>Introduction to the syllabus and course</td>
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<tr>
<td>W 13</td>
<td>Discuss writing assignments</td>
<td></td>
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<tr>
<td></td>
<td>Introduction to seventeenth century literature</td>
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<tr>
<td>M 18</td>
<td>Aemelia Lanyer</td>
<td>Turn in Sign-Off Sheet</td>
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<tr>
<td></td>
<td>Reading: pages 76-83</td>
<td>Reading: pages 76-83</td>
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<tr>
<td>W 20</td>
<td>Aemelia Lanyer</td>
<td>Reading: pages 83-93</td>
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<tr>
<td>M 25</td>
<td>Aemelia Lanyer</td>
<td>Reading: pages 93-96</td>
</tr>
<tr>
<td>W 27</td>
<td>John Donne</td>
<td>Reading: pages 102-114</td>
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<td></td>
<td>(*”The Flea” &amp; “The Ecstasy”)</td>
<td>(Notes: pages 102-114)</td>
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<tr>
<td><strong>September</strong></td>
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<tr>
<td>M 1</td>
<td>John Donne</td>
<td>Reading: pages 114-122</td>
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<tr>
<td>W 3</td>
<td>John Donne</td>
<td>Literary Analysis due</td>
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<tr>
<td></td>
<td>Reading: pages 122-28</td>
<td>Reading: pages 122-28</td>
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<tr>
<td>M 8</td>
<td>John Donne</td>
<td>Reading: pages 128-145</td>
</tr>
<tr>
<td>W 10</td>
<td>Ben Jonson</td>
<td>Reading: pages 146-150</td>
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<tr>
<td>M 15</td>
<td>Ben Jonson</td>
<td>Reading: pages 150-154</td>
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<tr>
<td>W 17</td>
<td>Ben Jonson</td>
<td>Reading: pages 155-163</td>
</tr>
<tr>
<td>M 22</td>
<td>Thomas Hobbes</td>
<td>Reading: pages 239-250</td>
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<tr>
<td>W 24</td>
<td>Thomas Hobbes</td>
<td>Context Exam 1</td>
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<tr>
<td></td>
<td></td>
<td>Reading: pages 250-261</td>
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<tr>
<td>Date</td>
<td>Author</td>
<td>Optional Literary Analysis</td>
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<tr>
<td>M 29</td>
<td>Thomas Hobbes</td>
<td>Optional Literary Analysis rewrite due</td>
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<tr>
<td>October</td>
<td>William Bradford</td>
<td>Reading:</td>
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<tr>
<td>W 1</td>
<td>William Bradford</td>
<td>Reading:</td>
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<tr>
<td>M 6</td>
<td>William Bradford</td>
<td>Reading:</td>
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<tr>
<td>W 8</td>
<td>George Herbert</td>
<td>Theoretical Analysis due</td>
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<tr>
<td>M 13</td>
<td>No class. Fall Break.</td>
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<tr>
<td>W 15</td>
<td>George Herbert</td>
<td>Reading:</td>
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<tr>
<td>M 20</td>
<td>George Herbert</td>
<td>Reading:</td>
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<tr>
<td>W 22</td>
<td>John Milton</td>
<td>Reading: <em>Paradise Lost, Book One</em></td>
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<tr>
<td>M27</td>
<td>John Milton</td>
<td>Reading: <em>PL, Book Two</em></td>
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<tr>
<td>W 29</td>
<td>John Milton</td>
<td>Context Exam 2</td>
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<tr>
<td>November</td>
<td>John Milton</td>
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<td>M 3</td>
<td>Margaret Cavendish</td>
<td>Reading:</td>
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<tr>
<td>Date</td>
<td>Author</td>
<td>Reading</td>
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<tr>
<td>M 10</td>
<td>Margaret Cavendish</td>
<td>Context Analysis due Reading: pages 890-894</td>
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<tr>
<td>W 12</td>
<td>Margaret Cavendish</td>
<td>Reading: pages 894-900</td>
</tr>
<tr>
<td>M 17</td>
<td>Mary Rowlandson</td>
<td>Reading: pages 1068-1079</td>
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<tr>
<td>W 19</td>
<td>Mary Rowlandson</td>
<td>Reading: pages 1068-1079</td>
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<tr>
<td>M 24</td>
<td>Elizabeth Singer Rowe</td>
<td>Reading: pages 1209-1213</td>
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<tr>
<td>W 26</td>
<td>No class. Thanksgiving Break.</td>
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<tr>
<td><strong>December</strong></td>
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<tr>
<td>M 1</td>
<td>Elizabeth Singer Rowe</td>
<td>Optional Context Analysis rewrite due Reading: pages 1209-1213</td>
</tr>
</tbody>
</table>

**Final Exam**
TBA
SIGN-OFF SHEET

ENGLISH 4120
Fall 2014
Dr. Kerri Allen

I have received, read, had explained this syllabus, and have had chances to ask questions about anything I did not understand. I do understand the syllabus and agree to abide by its provisions.

Signature ________________________________

Date ________________________________