

**English 2307E – Section 530**  
**Major British Authors: 2016-17**

Dr. Monika Lee

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Tuesday: 4:30 – 5:30 p.m.

Thursdays: 3:30 – 5:30 p.m.

Classroom: 203 St. James Building

Office Hours: Mon. 11:30 a.m. – 12:30 p.m.; Thurs. 1:30 – 2:30 p.m. or by appointment

Description: What makes a literary classic? This survey course charts the history of British literature through study of its major authors, from the anonymous poet who wrote *Beowulf* to the contemporary novelist, David Mitchell. Such writers as Chaucer, Donne, Shakespeare, Milton, Wordsworth, Mary Shelley, and Eliot are read along the way.

Prerequisite(s): At least 60% in 1.0 of English 1020E

or 1022E or 1024E or 1035E or 1036E

or both of English 1027/G and 1028F/G, or English 1901E, or permission of the Department.

**Evaluation**

Quizzes: 15%

Oral presentations: 15%

First-Term Essay: 15%

Second-Term Essay: 20%

Final Examination: 35%

In-class Policy: Laptops may be used in class with instructor permission for special needs only.

**Course Texts:**

*The Norton Anthology of English Literature: Major Authors.* 9th Edition. Norton. 2 volumes.

Mary Shelley. *Frankenstein.* (Oxford).

Charlotte Brontë. *Jane Eyre.* (Oxford).

David Mitchell. *Cloud Atlas.* (Vintage).

Thurs. Sept. 8 – Introduction to British Literature; Course Business

Tues. Sept. 13 – Anglo Saxon Poetry: *Beowulf*

Thurs. Sept. 15 – *Beowulf*

Tues. Sept. 20 – Middle Ages: **Quiz:** *Sir Gawain and the Green Knight*

Thurs. Sept. 22 – *Sir Gawain and the Green Knight*

Tues. Sept. 27 – *Sir Gawain and the Green Knight*

Thurs. Sept. 29 – *Sir Gawain and the Green Knight*

Tues. Oct. 4 – Early Modern: **Quiz:** William Shakespeare’s *Twelfth Night*  
Thurs. Oct. 6 – *Twelfth Night*

Tues. Oct. 11 – *Twelfth Night*  
Thurs. Oct. 13 – *Twelfth Night*

Tues. Oct. 18 – Shakespeare’s “Let me not to the marriage of true minds” or “Sonnet #116”  
Thurs. Oct. 20 – John Donne’s “A Valediction: Forbidding Mourning”.

Tues. Oct. 25 – **Quiz:** John Milton’s *Paradise Lost*. Book 9.  
**Fall Study Days, no class** Oct. 27, 28

Tues. Nov. 1 – *Paradise Lost*. Book 9.  
Thurs. Nov. 3 – *Paradise Lost*. Book 12.

Tues. Nov. 8 – Restoration and Eighteenth Century: **Quiz:** Jonathan Swift’s *Gulliver’s Travels*.  
Thurs. Nov. 10 – *Gulliver’s Travels*. **FIRST-TERM ESSAY DUE.**

Tues. Nov. 15 – *Gulliver’s Travels*.  
Thurs. Nov. 17 – *Gulliver’s Travels*.

Tues. Nov. 22 – **Quiz:** Alexander Pope’s *The Rape of the Lock*  
Thurs. Nov. 24 – *The Rape of the Lock*

Tues. Nov. 29 – *The Rape of the Lock*.  
Thurs. Dec. 1 – Romanticism: William Blake’s “The Tyger”.

Tues. Dec. 6 – William Wordsworth’s “Lines Composed a Few Miles above Tintern Abbey, on Re-Visiting the Banks of the Wye during a Tour, July 13, 1789”.

## **Schedule of Classes and Assignments for Term 2:**

### **Classes resume Jan. 5**

Thurs. Jan. 5 – S.T. Coleridge’s “Frost At Midnight”

Tues. Jan. 10 – John Keats’ “Ode to A Nightingale”; P.B. Shelley’s “Ode to the West Wind”.  
Thurs. Jan. 12 – “Ode to the West Wind”.

Tues. Jan. 17 – **Quiz:** Mary Shelley’s *Frankenstein*.  
Thurs. Jan. 19 – *Frankenstein*.

Tues. Jan. 24 – *Frankenstein*.

Thurs. Jan. 26 – *Frankenstein*.

Tues. Jan. 31 – Victorian: **Quiz:** Charlotte Brontë's *Jane Eyre*

Thurs. Feb. 2 – *Jane Eyre*

Tues. Feb. 7 – *Jane Eyre*

Thurs. Feb. 9 – *Jane Eyre*

Tues. Feb. 14 – *Jane Eyre*

Thurs. Feb. 16 – Modernism: James Joyce's "The Dead"

### **Reading Week Feb. 20 – 24**

Tues. Feb. 28 – "The Dead"; Virginia Woolf's "A Room of One's Own"

Thurs. Mar. 2 – "A Room of One's Own"

Tues. Mar. 7 – T.S. Eliot's *The Waste Land*

Thurs. Mar. 9 – *The Waste Land*

Tues. Mar. 14 – *The Waste Land*

Thurs. Mar. 16 – *The Waste Land*

Tues. Mar. 21 – Postmodernism: **Quiz:** David Mitchell's *Cloud Atlas*

Thurs. Mar. 23 – *Cloud Atlas*; **SECOND-TERM ESSAY DUE.**

Tues. Mar. 28 – *Cloud Atlas*

Thurs. Mar. 30 – *Cloud Atlas*

Tues. April 4 – *Cloud Atlas*

Thurs. April 6 – REVIEW

### **Learning Objectives:**

English 1020E will help you to develop and refine Brescia's core competencies, especially those in Communication, Critical Thinking, Inquiry and Analysis, Social Awareness and Engagement, and Problem Solving.

1. Students will be able to read closely and comprehend accurately a wide array of intellectually challenging texts. (Critical Thinking; Inquiry and Analysis)
2. Students will learn to write a persuasive literary essay. (Communication; Critical Thinking; Inquiry and Analysis; Problem solving)

3. Students will be able to write clearly and effectively. (Communication; Critical Thinking; Inquiry and Analysis; Problem Solving)
4. Students will be able to edit their own writing. (Communication; Critical Thinking; Problem Solving)
5. Students will be able to read and understand an unfamiliar text. (Critical Thinking)
6. Students will be able to identify and correct a variety of common grammatical errors in their own and other people's writing. (Communication; Critical Thinking)
7. Students will be able to reason logically. (Critical Thinking; Inquiry and Analysis).
8. Students will know how to analyse critically pieces of writing in a variety of styles, genres and idioms. (Critical Thinking; Inquiry and Analysis).
11. Students will know the names, titles and content of many of the most important and influential texts in the English language by some of its very best practitioners. (Core knowledge and Cultural Awareness).
12. Students will acquire the knowledge of proper format and citation in essay writing in the field of modern languages.
13. Students will be able to interpret and explain complex elements in literary texts. (Critical Thinking; Communication; Inquiry and Analysis).
14. Students will be able to identify and discuss a variety of literary periods including Anglo Saxon, Medieval, Early Modern, Restoration and Eighteenth-Century, Romantic, Victorian, Modern and postmodern. (Inquiry and Analysis; Communication).
15. Students will acquire oral presentation skills. (Communication; Social Awareness and Engagement).
16. Students will learn how to participate, through contributions and active listening, in discussions. (Communication; Social Engagement and Awareness).