

Horizon College and Seminary  
Introduction to English Literature (1)  
Fall, 2009

Instructor: Dr. David Munk, PhD

Credit hours: 3

Course description:

This course considers the works of selected major English authors of the sixteenth, seventeenth and eighteenth centuries. Attention is given to how authors deal with social issues, interpersonal relationships, and attitudes towards women, power structures and religious concerns.

Note: This course has university transfer credit but both English Literature (1) and English Literature (2) must be taken in order to qualify as equivalent to English 110.6.

Textbooks:

Abrams, M.H. (general editor) The Norton Anthology of English Literature. (Major authors) Volume A. New York: 2006

Bunyan, John. Pilgrim's Progress. Discovery House: Grand Rapids, 1989.

Milton, John. Samson Agonistes (printed handout)

Objectives:

The student who takes this course will have the opportunity to:

1. Understand the content of a selected number of poems from major authors covered by this course.
2. Become acquainted with such literary terms as diction, mood, tone, point of view, satire, irony, genre etc.
3. Understand the structure, plot, and characterization of Henry IV Part 1 and Dr. Faustus.
4. Become familiar with the trends in literature of this period and with the ideas that have helped to shape it.
5. Appreciate the skills and techniques employed by the poets and dramatists covered in this course.
6. Appreciate the critical insight the poets possessed as they sought to dramatize contemporary issues.
7. Discover the value and enjoyment that literature provides.
8. Formulate a Christian perspective to issues raised by poets.
9. Develop insights on the factors that shaped the literature of the sixteenth, seventeenth, and eighteenth centuries.
10. Develop a greater respect for the power and complexity of language.

Class requirements:

Students are required to attend classes, do all assigned readings, and participate in class discussions.

Also, students complete written assignments, write a mid-term and final examination. Marks will be weighted on the following basis:

Class participation:	10%
Essay:	25%
Midterm:	25%
Final:	40%

#### Requirements in Composition:

Since the study of literature and the practice of compositional skills are interconnected and of equal importance, appropriate class time will be devoted to each.

1. All students will write an essay (see above) that will be marked for grammar and style as well as content (length:1500 words)

2. To pass English Literature and Composition (1) students should by the end of the semester have shown reasonable competence in:

- i) organizing an essay on a set topic, developing ideas logically and systematically and supporting those ideas with the necessary evidence, quotations, or examples.
- ii) organizing a paragraph
- iii) documenting essays properly with parenthetical references (or notes) and a bibliography or works cited (see MLA Style Sheet Handout)
- iv) writing grammatical sentences, avoiding such common mistakes as:
  - a. comma splices, run-on sentences, and sentence fragments
  - b. faulty agreement of subject and verb or pronoun and antecedent
  - c. faulty or vague reference (e.g. vague use of this, that, or which)
  - d. shifts in person and number, tense or mood
  - e. dangling modifiers
- v) spelling correctly and
- vi) punctuating correctly.

#### Reading List

Sixteenth century poetry: sonnets  
Attitudes towards love

Sir Thomas Wyatt  
"The Long Love"  
"Whoso List to Hunt"

Henry Howard  
"Love that Doth Reign"

"The Soote Season"

Sir Philip Sidney  
From Astrophil and Stella: 1,31,108

William Shakespeare  
Sonnets: 18,55,73,116,130

Sixteenth century drama  
Exploring social and religious issues

William Shakespeare: Henry IV Part 1

Christopher Marlow: Dr. Faustus

The Seventeenth Century: The Search for Truth  
Exploring the theme of devotion  
(patriotic, romantic, religious)

John Donne

"The Good-Morrow"  
"The Sun Rising"  
"A Valediction Forbidding Mourning"  
Holy Sonnets: 5,7,10,14,18

George Herbert

"The Altar"  
"Easter Wings"  
"Virtue"  
"The Collar"

Ben Jonson

"Song: To Celia"

John Milton

"How soon hath Time"  
"When I consider"  
Paradise Lost  
Samson Agonistes

John Bunyan: Pilgrim's Progress

The Restoration and Eighteenth Century  
Exploring social issues through satire

Jonathan Swift: Gulliver's Travels

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English Literature I  
Essay Questions

1. Characteristics of metaphysical poetry as practised by John Donne and his followers.
2. John Donne's Holy Sonnets are described as "a personal record of a brilliant mind struggling towards God." Why do you think they have been described this way? Use only his religious poetry (Holy Sonnets and Hymns)
3. Read carefully John Donne's love poems (omit his religious poems). What is/are Donne's attitude(s) towards love? Another way of putting the question is this: What gives Donne's love poems their distinctiveness?
4. Pilgrim's Progress is one of the best-selling books of all time and was enormously influential for several centuries. Why?

Observations

1. Please refer to the marking guide for details.
2. Use a combination of books, articles, and on-line resources. Do not rely too heavily on websites. You will need to use the U of S library for this paper. Aim for 5-6 sources aside from Norton's anthology.
3. Develop a thesis and underline it—it should come as the last sentence in your introduction. You will be graded on how well you have argued your point and have proven your thesis.
4. Length: 1500 words
5. I will mark your paper for technical details (Documentation, grammar, spelling etc)
6. Make sure that you discuss Donne's poetry in as much detail as you can.
7. Due date:

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English Literature I  
Marking Guide (Assignment #1)

In order to give you a better idea of how I graded your paper, I have included this “marking guide.”

INTRODUCTION AND THESIS (5)

Was the introduction effective, appropriate in length, clearly setting out the issues to be discussed?  
Was the thesis clear, concise and appropriately placed (end of introduction)

MAIN POINTS (15)

Did the main points support the thesis? Did the paper interact with the poems, discuss poetic techniques, express significant insights about the poems? (Overall strength of the argument)

SOURCES (10)

Did the paper interact with the sources. Was the paper adequately researched? How successfully did the student incorporate quotations/sources into the paper?

STYLE AND TECHNICAL DETAILS (5)

To what extent was the paper free from grammatical, spelling and punctuation errors? Clarity of expression and overall organization.

CONCLUSION (2)

Overall effectiveness and appropriate length.