

**The University of Tennessee at Martin
 Department of English
 English 111-002 (8:00-8:50 MWF) (3 hours credit)
 BA 216 (Linked with Lake County High School)
 Fall 2004**

**Dr. Daniel F. Pigg
 Office Hours (130F Humanities)
 Monday 11:00-12:00, 2:00-3:00
 Tuesday 8:30-9:30
 Wednesday 11:00-12:00
 Thursday 1:00-2:00
 Friday 11:00-12:00
 and by appointment**

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Catalog Description

English 111 consists of "Introduction to the fundamentals of written discourse. Study of rhetoric, grammar, and style as means to effective prose. Readings and concomitant writing assignments. Predominantly a skills course."

Purpose of this course

See departmental requirements sheet.

Goals/Objectives of the course

See departmental requirements sheet.

Course content and activities

See departmental requirements sheet.

In addition, English 111 adheres to the guidelines for competencies that the National Council for Teacher Education mandates for those seeking certification in English as noted below:

1. The ability to relate language and literature, both classic and contemporary to students' lives.
2. Ability to instill an appreciation for the historical and social significance and the aesthetics of literature.
3. Knowledge and understanding of language and literary diversity (regional, colloquial, cultural, and national).
4. Knowledge of types (genres) and periods of literary development (American, British, and world) and the ability to relate it to class reading and class writing.
5. Understanding of the relationship between the fine arts and literature.
6. Ability to demonstrate competency in the skill of speaking for different audiences, purposes, and points of view.
7. Ability to demonstrate and encourage effective listening skills.

Evaluation

Essay #1	10%
Essay #2	10%
Essay #3	10%
Essay #4	10%
Essay #5	10%
Essay #6	20%
Attendance	10%
Blackboard Discussion	10%
Group Work	<u>10%</u>
Total	100%

Theme: *Is Chivalry Dead: Love and Romance Through the Ages*

We will look at a variety of texts that in some way touch on the issue of chivalric behavior, beginning with Malory's Morte D'Arthur and including several plays, poems, and films up to the present day. The world of chivalry is often defined by the representation of Arthur's world of knighthood, hence the reason for our beginning in the Middle Ages. We will look at how the concept changed in the next five hundred years by examining Shakespeare's Twelfth Night, The Tempest, Goldsmith's She Stoops to Conquer, and the films Ever After and My Best Friend's Wedding.

Required Texts

Goldsmith, Oliver. She Stoops to Conquer. New York: Dover, 1991.
 Malory, Sir Thomas. Le Morte D'Arthur. Ed. Keith Baines. New York: Penguin, 1962.
 Shakespeare, William. Four Great Comedies. New York: Penguin, 1982.
 Weller, Shane, ed. Great Love Poems. New York: Dover, 1992.
 Hodges, John C. et al. Hodges' Harbrace College Handbook. 14th ed. New York: Harcourt, 2000.

Other Materials

a theme folder for Freshman English sold in the University bookstore, a college-level dictionary, a red pen or pencil for making corrections on returned papers, and a 3.5" disk for the computer. On the syllabus, you will notice when I have included additional reading from the Blackboard site.

Assignments

(All out-of-class papers must be typed.)

1. 8/30 Introduction to the course.
2. 9/1 Writing a chivalric story.
3. 9/3 Workshop on Essay #1 (in-class).
4. 9/8 Workshop on Essay #1 (in-class).

I. Defining Chivalry: A Medieval Definition

5. 9/10 Essay #1 (600 words due). Malory, "The Tale of Sir Lancelot du Lake" 118-36. Have a look at chivalry definitions and characteristics on Blackboard site under external links.
6. 9/13 Malory, "The Tale of Sir Gareth" 137-69.
7. 9/15 Malory, "The Tale of Sir Gareth" (cont'd).
8. 9/17 Workshop on Essay #2 (in-class).
9. 9/20 Workshop on Essay #2 (in-class)
10. 9/22 Essay #2 (650 words) due. Video on King Arthur: Finding the Historical Arthur.
11. 9/24 Malory, "Tale of the San Grail"
12. 9/27 Malory, "The Book of Sir Lancelot and Queen Gwynevere" 432-71.
13. 9/29 Malory, "The Book of Sir Lancelot and Queen Gwynevere" (cont'd).
14. 10/1 Malory, "Le Morte D'Arthur" 472-507.

II. Renaissance (Early Modern) Redefinitions

15. 10/4 Weller 1-13.
16. 10/6 Writing an explication of a poem (handout and example).
17. 10/8 Workshop on Essay #3: Explication of a poem (in-class).
18. 10/11 Essay #3 (500 words) due. Shakespeare, A Midsummer Night's Dream Act I
19. 10/13 Shakespeare, MSND Act II-III (cont'd).
20. 10/18 Shakespeare, MSND Act IV-V (cont'd).
21. 10/20 Discussion of MSND
22. 10/22 Discussion of MSND
23. 10/25 Shakespeare, The Tempest Act I-III.
24. 10/27 Shakespeare, The Tempest Act IV-V.
25. 10/29 Shakespeare, The Tempest (cont'd).
26. 11/1 Discussion of The Tempest (cont'd).

27. 11/3 Discussion of The Tempest (cont'd).
 28. 11/5 In-class workshop on Essay #4

III. Further Redefinitions in the Eighteenth and Nineteenth Centuries

29. 11/8 Essay #4 (650 words) due. Goldsmith, She Stoops to Conquer.
 30. 11/10 Goldsmith, She Stoops to Conquer (cont'd).
 31. 11/12 Goldsmith, She Stoops to Conquer (cont'd).
 32. 11/15 Discussion of She Stoops to Conquer
 33. 11/17 Workshop on Essay # 5 (in-class).

IV. Is Chivalry Still Possible in the Twentieth Century?

34. 11/19 Workshop on Essay #5 (in-class).
 35. 11/22 Essay #5 (650 words) due. Ever After
 36. 11/29 Ever After
 37. 12/1 Ever After
 38. 12/3 My Best Friend's Wedding
 39. 12/6 My Best Friend's Wedding
 40. 12/8 My Best Friend's Wedding
 41. 12/10 Wrap Up for Final Examination
 42. 12/14 **Final Examination. Required Attendance. Essay #6 (600 words). 3:00-5:00 P.M.**

Policies

Attendance

Attendance is very important to an effective performance in this course. Attendance grades will be determined as follows 0=A 1=B+ 2=B 3=C+ 4=C. Beyond the fourth unexcused absence, I will subtract a letter grade from your final average up to 6 absences. After the sixth absence, you will receive an "F" for the course. These grades refer to unexcused absences. Excused absences require a note from a valid authority. In any case--excused or unexcused--if your absences total more than 6, you cannot pass the course.

English Department's Classroom Environment Policy Statement

Since the University of Tennessee is committed to appreciating and understanding cultural diversity, the members of the English Department wish to confirm our conviction that a university campus must be a safe place for the discussion of ideas. As such, we expect all of our colleagues and students to treat with tolerance ideas discussed from a variety of perspectives. We respect the dignity of every person, and we will not allow discrimination against anyone based on religion, age, disability, ethnic origin, race, class, gender, marital status, or sexual orientation.

Conferences

I need to meet each of you twice during the semester in connection with the research papers you will be writing. You may schedule other meetings as the need arises. I am always available for consultation during office hours. Please feel free to drop in.

Late Papers

I accept no late papers. Work missed as a result of an excused absence is not regarded as late. The proper place to turn in papers is in class. Papers written out of class are due five minutes after class begins, unless there are problems with access to the computer labs.

Blackboard Discussions

In lieu of a journal for this course, we are going to use Blackboard as a discussion forum. Each week I will start a new thread, and you are expected to post your own response to the topic and to reflect on the responses of two students in the class. This will allow both sites (Martin and Tiptonville) to interact. Your response—your reflection on my question—should be approximately 100 words, and your responses to your fellow students should be approximately 50 words. Remember, no personal attacks. You are looking for thoughtful reflections that are indications of your own understandings of the reading and writing tasks. I will explain how to access Blackboard and how the process works.

Group Work/Workshops

A number of times throughout the semester, you will be working in groups on various kinds of in-class projects, sometimes peer review workshops on writing, at other times, reflective groups discussing the reading. As you work, I will circulate throughout the classroom and informally assess your work. I expect you to remain on task and to contribute to the task at hand.

Folders

You are expected to maintain a theme folder containing all papers written for this course and including all drafts of the papers. The folder will be turned in during the final examination meeting. All revisions on papers must be made in order to receive credit for the course.

Grading Criteria on Individual Papers

The following criteria are used to determine grades on papers:

A grade of "A" indicates

- *that the paper has clear focus and expresses and supports its thesis well.
- *that the paper is free from major grammatical errors (Harbrace 2,3, 6, and 7).
- *that the paper displays logical thinking in ideas and in organization.
- *that the paper makes good use of every word to establish its point.
- *that the paper displays an overall positive image--it requires the reader to think.

A grade of "B" indicates

- *that the paper has clear focus and expresses and supports its thesis.
- *that the paper is almost completely free from major grammatical errors. (Any errors seen in a "B" paper cannot detract from the content.)
- *that the paper displays logical thinking in ideas and organization, but lacks the clearly superior handling of details and consistency.
- *that the paper makes good use of words, but uses a less precise vocabulary.
- *that the paper makes a good overall impression in communicating its ideas, but without the sophistication of a superior paper.

A grade of "C" indicates

- *that the paper attempts to achieve a focus with a thesis and does, but is mechanical and without creativity and superior mastery of ideas.
- *that the paper may have 1 or 2 serious errors, but no more. Other grammatical problems may occur here, but while they may hamper effective communication, they cannot eliminate it.
- *that the paper communicates its ideas but is less effective in using the exact expression seen in better papers.
- *that the paper relies heavily on common knowledge.

A grade of "D" indicates

- *that the paper may announce a thesis but not support it.
- *that the paper may have several grammatical errors (no more than three of those noted above).
- *that the paper has a sense of organization, but not a clear one that corresponds to the demands of the thesis. It is a paper with ideas out of control.
- *that the paper is only able in a superficial way to relate its thoughts.
- *that the paper needs much improvement and needs to receive close scrutiny to determine the nature of the problem before the writer prepares the next essay.

A grade of "F" indicates

- *that the paper has no clear sense of focus or may lack a thesis.
- *that the paper has more than 3 serious grammar errors or other errors that hamper effective communication.
- *that the paper displays a consistent illogical use of ideas and organization.
- *that the paper's vocabulary is not suited to the presentation of the ideas.
- *that the paper indicates immediate help to be obtained before the next essay is written.