**WAYLAND BAPTIST UNIVERSITY**

**Plainview Campus**

**School of Languages and Literature Note: This is a draft. The final syllabus may contain changes.**

**Wayland Baptist University Mission Statement:** Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success and service to God and humankind.

# Course Information

**Course Name:** ENGL 5317 VC01 -- Studies in Poetry: Selected Poems of John Milton

**Term and Year:** Fall 2018

**Name of Instructor:** Dr. Steven Michael

**Office Phone and WBU Email Address:** 806-291-1103 / smichael@wbu.edu (I can best be reached by email)

**Office Hours, Building, and Location:** Gates Hall 206C Plainview Campus

| Days | Times | Additional Info |
| --- | --- | --- |
| Monday & Wednesday | 7:30-8:00 a.m. / 10:00 a.m.-1:00 p.m. | Office visits also by appointment; |
| Tuesday & Thursday | 8:55-9:25 a.m. / 12:15-1:15 p.m. | hours subject to change |
| Friday | 7:30-8:00 a.m. | Home phone: 806-293-2085 (before 9:00) |

I can best be reached via email. During summer and holidays, I'm not in the office but am available by email.

**Class Meeting Time and Location:** online, through Blackboard

**Catalog Description:** **Selected American, British, and other world poets and their poetry. Emphasis may vary from a historical overview of several poets and their works, to an in-depth analysis of several poets, to a close study of one poet. May be repeated one time when topic varies.**

**Prerequisite:** graduate standing

# Required Textbook and Resources:

Required Textbooks:

Milton, John. *Selected Poems*. Rev. ed., Dover, 2016. ISBN: 978-0486275543

---. *Paradise Lost*. Edited by John A. Himes, Dover, 2005. ISBN: 978-0486442877

e-editions acceptable if available

Required Resources:

You will need a reliable and secure computer connection, as well as access to Microsoft Word; software capable of reading documents produced in .html and .pdf formats; backup media such as USB flash drive, recordable CDs, or some other external destination.

The course will take place entirely online. You must have a functional Blackboard account and be able to access the WBU library website, as well as articles and other material provided through proprietary databases available via the WBU library website. You also must have an active WBU email address, and you need to check it every day. Your WBU email address is the usual way that I will contact you. You are strongly encouraged to visit the Blackboard login page and [test your computer](https://wbu.techready.io/) for Blackboard compatibility, as well as take the [Blackboard Tutorial](https://www.wbu.edu/wbu-online/blackboard-tutorials.htm) if you are not familiar with how the service works. If you have problems with Blackboard or your WBU email, please use the WBU Support Contacts available on the Blackboard login page.

Optional Materials:

Graduate students in English are strongly encouraged to acquire a copy of the *MLA Handbook*, 8th edition.

**Course Outcome Competencies:** Upon the conclusion of this course, students actively engaged in learning will be able to (1) discuss key literary movements in various periods or styles of verse; (2) interpret and assess different poetic voices in English from the selected time frame; (3) assess the social, historical, religious, or other importance of these voices; (4) conduct graduate-level research on at least one of these poetic voices; and (5) use above research to complete an accomplished oral (or comparable format) presentation and well-written essay. The more the student puts into the course, the higher his or her outcome competencies will be.

**Attendance Requirements / Decorum and Make-up Policies:** Students are expected to participate in the class and demonstrate regular attendance. This applies without exception. Participation and attendance will be determined by timely completion of message board discussions and exercises. When a student shows a lack of participation/attendance considered by the instructor to be excessive, the instructor will so advise the student. Any student whose non-attendance/non-participation reaches 25 percent will receive a grade of F in the course. Students are required to have computer and Internet access for the course. Additional participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the University’s attendance policy. Make-up opportunities usually will not be offered and will be considered only in extremely compelling situations. Any authorized make-ups must be completed within the time limit set by the instructor; otherwise, the make-up grade will be zero. For additional information, see "[Late Work and Incompletes](#Late_Work)" below.

**Statement on Plagiarism and Academic Dishonesty:** Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

**Disability Statement:** In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765. Documentation of a disability must accompany any request for accommodations.

# Course Requirements and Grading Criteria:

Outcome competencies will be assessed in the following ways: quizzes, Blackboard participation, short analytical paper, preparatory work for a research paper, a research paper, and a final examination. **You are expected to save your work to your hard drive in Microsoft Word format, then upload it to the appropriate assignment destination in Blackboard. If you use Apple Pages or some other non-Microsoft word processor, you will need to save or export your document as a Word file prior to submission. Online storage services, such as iCloud, sometimes have compatibility issues with Blackboard; therefore, avoid "sideloading" assignments directly from such services. If I can't load and read your submissions, I won't grade them. All written assignments must be submitted in electronic form through Blackboard on their due dates. Late work will be penalized 10 points per 24-hour period and will not be accepted after the third 24-hour period. The Research Paper assignment will not be accepted after October 28.**

## Short Analytical Paper

Examine one of the poems that we have studied up to September 23 and find something interesting about one of its themes or some aspect of its composition. You may also wish to find something unusual that two poems have in common. In an essay of 3-5 typewritten, double-spaced pages, show your reader how the poem (or poems) deal with this concern. Let your essay be guided by a single controlling idea, something that you want to teach your audience regarding this thematic or compositional issue. What can you point out that a casual reader might not immediately notice or understand? Possible topics include the following:

* the use of nature and its relation to paganism in *On the Morning of Christ's Nativity*
* the combined theme or ultimate purpose of *L'Allegro* and *Il Penseroso*
* the nature of virtue in *Comus*
* the meaning of the "two-handed engine" in *Lycidas*

The essay will be evaluated according to the following criteria: (1) control and responsible development of discussion; (2) presentation of ideas and wording as evidence; (3) analysis of, and ability to draw conclusions from, this evidence; (4) clarity and polish of writing; (5) proper use of MLA documentation style.

Be sure to offer paraphrased and quoted evidence from the poems to substantiate your findings. Do not use outside sources; I want to see how well you understand what's going on in the primary work. You are required to use MLA documentation style. See the *MLA Handbook*, 8th edition, or the MLA links provided with the [Research Paper Assignment](#Research_Paper_Assignment) below.

Students are at all times responsible for their materials and are required to keep copies of their work in progress. See the paragraph on "[Late Work and Incompletes](#Late_Work)" below. Please email me or post in the Help Forum if you would like to discuss this project.

## Annotated Bibliography

 (See [Research Paper assignment](#Research_Paper_Assignment) below for source requirement information.) During Week 8, you will need to submit a document containing two things: (1) a prospectus of about one double-spaced page in length explaining what you plan to do in your research paper; (2) an annotated bibliography consisting of brief (about five sentences each) summaries of at least six secondary sources you intend to use in your research paper. The summaries should be written as complete paragraphs that present, objectively and in your own words, the thesis and supporting points of each of your secondary sources. Each summary should be headed by an MLA-formatted Works Cited entry. The entries/summaries should be arranged in alphabetical order by the source authors' last names. Additional details and a sample will be provided in advance of the due date. I will evaluate the clarity and focus of your prospectus, the appropriateness of your plan, the quality and balance of your source material, and how well you understand and present the theses and main points of your sources.

## Research Paper

In a carefully researched, responsibly developed, and clearly written discussion, argue your position on some issue related to Milton and his poetry in one or more of the works assigned for reading this semester. You might, for instance, consider one or more of the early poems in light of Milton's statements in his [Elegy 6](https://www.dartmouth.edu/~milton/reading_room/elegiarum/elegy_6/text.shtml) (scroll down to see an English translation). How does his early work reflect the serious intentions relayed in the Elegy? Or you might trace Milton's increasing discomfort with Laudianism in *Lycidas* and/or *Paradise Lost*. Or you might investigate one of several topics in *Paradise Lost*, including the blame for the Fall, the nature of Milton's fictional cosmos, or the personality of a major character such as Eve, Satan, or the speaker. Whatever you decide to write about, be sure to begin your research early and see me if you'd like to talk about your topic.

This is an argumentative paper. "Argumentative" does not necessarily mean that you are disagreeing with someone. It means that you are attempting to show that you are right about something that has not already been established as a fact. You want to convince your audience that something is true by using reason and evidence.

The Research Paper counts 25% of the course grade and must meet the following requirements:

* **Length** -- a minimum of 8 double-spaced word-processed pages
* **Source Requirements** -- You must use at least 6 secondary sources. "Secondary" means sources that somehow comment on -- and are outside of -- the poem(s) you are discussing. The work(s) you are writing about would not count as secondary sources. **You may use only one web source (i.e., something found by using a web search engine). The rest must be from quality academic materials found by using an appropriate database, such as the *MLA International Bibliography*. You must have at least two articles from academic journals. Do not use reviews or study aids, such as *SparkNotes* or websites like *GradeSaver*. Do not use more than one non-literary item, such as psychology articles on deviant behavior.** Contact me if you have questions about these requirements.
* **Presentation of Evidence** -- You must cite and analyze evidence from your sources. The object of citation is not to "throw in" evidence but to use it and comment on it when you need to support one of your own points. Be sure to analyze quoted evidence from the literary work itself, not just your secondary sources.
* **Documentation** -- You must use MLA documentation style. The most authoritative guide is the *MLA Handbook*, 8th edition, which every graduate English student should have. If you don't have the MLA text, see the following websites for assistance:

<https://owl.english.purdue.edu/owl/resource/747/01/>

<https://style.mla.org/>

* **Due Date** -- The paper is due on Blackboard no later than 11:59 P.M. on October 28. Make arrangements at the beginning of the course for handling emergency situations.

**How I Will Grade** -- The essay will be evaluated in light of the following criteria: (1) control and responsible development of discussion; (2) presentation of evidence from the work(s) under discussion as well as from secondary sources (let me know that you understand how to use summary, paraphrase, and quotation properly); (3) analysis of, and ability to draw conclusions from, this evidence; (4) clarity and polish of writing; (5) proper use of MLA documentation style.

Students are at all times responsible for their materials and are required to keep copies of their work in progress. Please contact me if you need assistance or clarification.

## Quizzes

Each week, you should expect a quiz over the reading assignments and/or class topics. The format of the quizzes usually will be questions that invite brief written interpretive/critical responses. Quizzes will have expiration dates and times, after which they will no longer be available. Except in extremely compelling circumstances, I will not offer early or make-up opportunities. Quizzes will be evaluated for organization and focus, use of evidence in the form of paraphrased or summarized scenes or exchanges, and writing that is clear and free of errors.

## Blackboard Participation

Each week, I will present at least one topic for discussion on the Blackboard forum for this course. You are expected to participate helpfully and meaningfully in each discussion. You may be asked to read outside articles in preparation for these discussions. Please be sure that you can access the proprietary databases, such as JSTOR, in the "[Articles & Databases](http://www.wbu.edu/academics/library/articles-and-databases.htm)" area of the WBU library website in order to view these articles.

## Exams

There will be two tests -- Exam 1 and the Final Exam. Both will be in essay-question form and will be evaluated according to the following criteria: (1) how well you know the content of the reading assignments, lectures, discussions, and any pertinent supplementary material; and (2) how well you organize, develop, and express your thoughts. The first exam may be made up only at the instructor's discretion. Students should be prepared to explain why they missed this exam. The final exam will be comprehensive, and there will be no make-up for it. Students are expected to arrange well in advance to take the final exam during the last week of the course. You will not need a proctor for either exam.

# Grading and Help

## Grade Distribution (how much grades count):

My grading scale is as follows: 90-92/A-, 93-97/A, 98-100/A+; and so forth. Anything below 60 is an F. Weighted grades are averaged according to a 100-point scale and are totaled at the end of the semester. If your total is 79.49, your course grade is a C. If your total is 79.50, your course grade is a B. If you need help, please visit or email me.

| Assignment | Grade Percentage |
| --- | --- |
| Blackboard Participation | 5% |
| Quiz Average | 10% |
| Exam 1 | 15% |
| Short Analytical Paper | 10% |
| Annotated Bibliography | 10% |
| Research Paper | 25% |
| Final Exam | 25% |

**Note:** Completion of quizzes and taking part in discussion forum topics constitute attendance and participation in the course. If your failure to attend/participate reaches a threshold of 25%, your grade in the course will be an F (see "[Attendance Requirements/Decorum and Make-up Policies](#Attendance)" above).

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

**Late Work and Incompletes:** All work, including essays, message board responses, quizzes, exams, and other activities, will have due dates. These due dates will be indicated in Lesson and Announcement notifications. Failure to complete quizzes or participate in discussion forum topics by their due dates will result in grades of 0/F. Failure to submit major writing assignments on time will result in the reduction of your grade for that work by 10 points per 24-hour period following the due date. For example, if a writing assignment is due by 11:59 P.M. CST (Central Standard Time) on October 7, you will be counted off 10 points if I don't have your work by 11:59 P.M. CST on October 8. You will be counted off 20 points after 11:59 P.M. CST on October 9. After three late periods, the work will no longer be accepted. Except in extremely compelling cases, no make-up opportunities for discussions or exercises will be offered. No make-up opportunities or extended time will be offered for the Research Essay assignment or the final exam. Make-up opportunities for lengthy absences (a week or longer) will not be offered except in extremely compelling cases (e.g., sudden hospital situations). You should not plan vacations or other extended absences during online courses. Military personnel who think they may have to be gone on extended TDY's should arrange for computer and internet access during that time. Grades of Incomplete (I) will not be considered. Please contact me early if you're having trouble getting something in so that I can assist you properly.

**Course Outline:** This offering of ENGL 5317 will examine important poetic works of John Milton. We will generally proceed chronologically, beginning with his unusual treatment of the pastoral in *On the Morning of Christ's Nativity*. Then we well take note of how his career and beliefs evolved in light of religious and political events affecting England prior to the Civil War of the 1640s. We will conclude with an extended look at his management of epic conventions in *Paradise Lost*. See "[Schedule for ENGL 5317](#Schedule)" in this syllabus for details and a calendar of daily topics / readings / assignments. *(NB: examples, ideas, opinions, and theories presented during class meetings do not necessarily reflect the views of the instructor. Furthermore, this syllabus is a plan. Although no significant changes are anticipated, the instructor may modify the plan during the course. The requirements of the course may be altered from those appearing in the syllabus. Finally, the plan contains criteria by which the student's progress and performance in the course will be measured. These criteria may also be changed.)*

# Schedule for English 5317

Class members are responsible for keeping up with the following schedule. Please complete the reading assignments prior to the weeks indicated. For example, you should already have read *Comus* before September 10, *Lycidas* before September 17, etc. This is a working schedule and may be altered at the instructor's discretion, although departures are unlikely. Students will be notified of any changes on Blackboard.

Week 1 (beginning Aug. 20): Introduction to Milton and His Times

Week 2 (beginning Aug. 27): *On the Morning of Christ's Nativity*

Week 3 (beginning Sep. 3\*): *L'Allegro* and *Il Penseroso* • Sep. 6 is last day to drop or withdraw without record

Week 4 (beginning Sep. 10): *Comus*

Week 5 (beginning Sep. 17): *Lycidas*

Week 6 (beginning Sep. 24): **Exam 1**

Week 7 (beginning Oct. 1): *Paradise Lost*, Books I-III • **Short Analytical Paper Due**

Week 8 (beginning Oct. 8): *Paradise Lost*, Books IV-VI• Oct. 12 is last day to officially drop or withdraw with "W" • **Annotated Bibliography Due**

Week 9 (beginning Oct. 15): *Paradise Lost*, Books VII-IX • Oct. 19 is last day to officially drop or withdraw with grade of "WP/WF"

Week 10 (beginning Oct. 22): *Paradise Lost*, Books X-XII • Tying Up Loose Ends • **Research Paper Due**

Week 11 (beginning Oct. 29): **Final Exam**

\* Week 3 technically begins on Labor Day, Sept. 3, but no assignments are due on this date.

# SUGGESTED READING

Blessington, F. C., *Paradise Lost and the Classical Epic* (1979)

Chernaik, Warren, *Milton and the Burden of Freedom* (2017)

Corns, Thomas N., and Gordon Campbell, *John Milton: Life, Work, Thought* (2008)

Danielson, Denis, ed., *The Cambridge Companion to Milton* (1991)

Demaray, John G., *Cosmos and Epic Representation* (1991)

---, *Milton’s Theatrical Epic* (1980)

Dyson A. E., and J. Lovelock, *Milton:* Paradise Lost*: A Casebook* (1973)

Evans, J. M., *Milton’s Imperial Epic* (1996)

Fallon, R., *Divided Empire: Milton’s Political Imagery* (1995)

Fallon, S. M., *Milton among the Philosophers* (1991)

Fish, Stanley, *Surprised by Sin: The Reader in* Paradise Lost (1967)

Hobbs, Mary, *The Young Milton* (1968).

Hopkins, David, *Reading* Paradise Lost (2013)

King, J. N., *Milton and Religious Controversy* (2000)

Leonard, John, *Faithful Labourers: A Reception History of* Paradise Lost, 2 vols. (2013)

---, *The Value of Milton* (2016)

Levi, Peter, *Eden Renewed: The Public and Private Life of John Milton* (1996)

Lewalski, Barbara, *The Life of John Milton* (2000)

Morse, D., *England’s Time of Crisis: Shakespeare to Milton* (1989)

Newlyn, Lucy, Paradise Lost *and the Romantic Reader* (1993)

Parker, W., *Milton: A Biography*, 2 vols. (1996)

Quint, David, *Inside* Paradise Lost: *Reading the Designs of Milton’s Epic* (2014)

Raymond, Joad, *Milton’s Angels: The Early-Modern Imagination* (Oxford, 2010)

Ricks, Christopher, *Milton’s Grand Style* (1963)

Rumrich, J. P., *Milton Unbound: Controversy and Reinterpretation* (1996)

Schwartz, Louis, ed., *The Cambridge Companion to* Paradise Lost (2014)

Sedley, David L., *Sublimity and Skepticism in Montaigne and Milton* (2005)

Smith, Nigel. and Nicholas McDowell, eds. *The Oxford Handbook of Milton* (2009)

Teskey, Gordon, *The Poetry of John Milton* (2016)

Wolfe, Don. M., *Milton in the Puritan Revolution* (1941; repr. 1963)

Woolrych, Austin, *Britain in Revolution, 1625-1660* (2002)

# SUGGESTED RESEARCH TOOLS

* *MLA International Bibliography* (available on-line through the LRC website; a fast way to find worthwhile scholarly studies)
* *The Year's Work in English Studies* (a valuable annual review of criticism; summarizes important scholarly studies on an author and/or work and helps you to see context of recent debates and topics of interest; available online through the LRC website)
* *Essay and General Literature Index* (excellent source for studies included in edited collections; useful for supplementing all of the above; available online through the LRC website)

# Wayland Baptist University Standards for Writing

Good writing exhibits the following characteristics:

1. **Content** is clearly purposeful, demonstrating depth, insight, and critical thinking.
2. **Structure** and **organization** are effective, coherent, and logically developed.
3. **Conventions** are conscientiously observed. This includes -- but is not limited to -- sentence structure, usage, and mechanics such as punctuation, grammar, and spelling.
4. **Style** is effective. Style has been defined as "the personality of the writing." It includes -- but is not limited to -- word choice, sentence variety, voice, and attention to audience.
5. **Resources** are quoted and cited correctly, exhibiting quality and breadth. Plagiarism is unacceptable. See Plagiarism Statement in WBU Academic Catalog.

# WBU’s Writing Center

**Writing Center Location:** Second Floor of the LRC (Library)

**By Appointment Only:** Register for a WCONLINE account at [wbu.mywconline.com](https://wbu.mywconline.com/) to schedule your appointment.

**New Expanded Hours:**

Monday-Thursday: 9:00 a.m.-5:30 p.m.; 6:30 p.m.-10:00 p.m.

Fri: 9:00 a.m.-4:00 p.m.

Sat: Closed

Sun: 2:00 p.m.-5:00 p.m.; 7:30 p.m.-10:00 p.m.

**Contact Information:**

Dr. Brent Lynn, Director: 806.291.3672

Sierra Carter, Assistant: 806.291.3673

Main Line: 806.291.3670

Email: wc@wbu.edu

Like us on Facebook at **Wayland Baptist University Writing Center**

AND

Follow us on Twitter at **wbu\_wc**

# School of Languages and Literature: Statement on Plagiarism and Academic Dishonesty

Writing is a collaborative art. Working out ideas for your paper with an instructor, writing tutor, classmate, family member, or friend is encouraged not only for this class, but also for other classes that involve writing. Discussion and collaborative brainstorming are good. However, passing off another's ***writing or ideas*** as your own is plagiarism. It is unethical, it constitutes Academic Dishonesty (cheating), and it is sufficient grounds both for failure of a course and suspension from the university.

Common examples of plagiarism or academic dishonesty include the following:

* Copying any amount of text directly from an internet website, book, or other document without ***appropriate citation*** and synthesis into one’s own discussion.
* Paraphrasing the ideas presented in any source or oral discussion without appropriate citation.
* Using the evidence and conclusions of any source as the controlling framework for one’s own paper.
* Recycling work from a previous or current course, whether your own work or another student’s work.
* Purchasing or otherwise downloading a paper from an internet website.

In some writing assignments, you will be expected to incorporate scholarly sources into your document. ALL OF THE FOLLOWING must be met to constitute ***appropriate citation*** of any source:

* Including MLA, Chicago, or APA parenthetical or note-style citation format as required by the instructor.
* Placing borrowed text directly from another source within “quotation marks.”
* Introducing clearly another author’s voice into the document by means of a signal phrase (an introduction of that author).
* Offering, in short, a clear distinction between one’s own voice or ideas and those of any outside authors brought into the discussion.

Wayland Baptist University observes a ZERO TOLERANCE policy regarding Academic Dishonesty.

* Any suspected instance of academic dishonesty, including plagiarism, will first be evaluated by the instructor and discussed individually with the student.
* If the instructor determines that a student’s actions constitute Academic Dishonesty, the case will be filed with the dean of the School of Languages and Literature and reported to the university executive vice president/provost, as per university policy.
* Per university policy, second offenses RESULT IN SUSPENSION FROM THE UNIVERSITY.
* In this course, the first instance of Academic Dishonesty may also result in a zero on the assignment.