**BRITISH PROSE**  
ENG 311  
4 credits  
No co- or prerequisites  
Writing Intensive Course

**Rationale for conversion:** The conversion will give students more exposure to primary texts, secondary texts and/or online resources. It will also give students greater opportunity to practice critical thinking and writing and to develop research skills by increasing the length and complexity of analytical writing assignments and raising research expectations. One additional text has been added and the research requirement has been increased to at least four to five outside research sources for the two final drafts; the length requirements for those drafts have also been increased to 1250 words each. This course continues to meet all WIC criteria.

The four credit version adds:
- Instruction in research skills, digital and print.
- More extensive writing in length and complexity
- An additional text.

The core syllabus is the generic three credit syllabus. The course was revised and approved in 2007-08 with revision in the British Literature curriculum, but has not yet been taught.

**Course Description:** An introduction to the prose genre in British literature with intensive practice in reading and writing practices for literary study. Intended as a bridge between 200-level literature surveys and 400-level courses in advanced literary studies. Satisfies WIC requirement.

**Student Learning Outcomes:**
- Identify the characteristics of prose as a genre
- Analyze a selection of prose texts from the Middle Ages in a way that demonstrates critical reading, thinking, and writing skills appropriate for advanced literary study
- Articulate important concerns and developments in medieval culture, society, and history by relating them to the prose of the period
- Demonstrate knowledge of writing processes by
  - Building written documents in stages
  - Reviewing work-in-progress in collaborative peer groups for purposes other than editing

This course meets the requirements for Writing Intensive Curriculum courses.

**WIC:** In order to satisfy the requirements for a writing-intensive course, students will do substantial writing both in and out of class. Both formal writing assignments will include a prewriting exercise (250 words), a first draft (750 words), and a revised final draft (1000 words). Students will receive instructor feedback on the prewriting exercises and peer feedback on the first drafts in order to help strengthen the final drafts. In total, students will write a minimum of 1500 words through in-class and informal writing (especially close reading exercises or exercises...
in which students take a stand on an issue and find textual evidence to support their view), 500 words in prewriting exercises, 1500 words in first drafts, and 2000 words in revised drafts. Each revised draft will also incorporate several secondary sources, cited according to MLA style guidelines.

**Evaluation of Student Performance:** Attendance & participation; in-class and informal writing; two sequences of writing assignments culminating in revised essays (1000 words each) that will be graded on use of close reading skills, specificity and originality of argument, and mechanics; reading quizzes. Final grades will be determined as follows: 10% attendance/participation, 10% reading quizzes, 40% first sequence of writing assignments, and 40% second sequence of writing assignments.

**Required Texts:**

*Anthology of British Literature: The Medieval Period* (Broadview)
*Companion to Middle English Prose* (D.S. Brewer)
Andrew Galloway, *Medieval Literature and Culture*

*This text represents additional readings added to the syllabus to justify the fourth credit hour.

**Statement Regarding Disability Access Services:**
Accommodations are collaborative efforts between students, faculty, and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 737-4098.

**Link to Statement of Expectations for Student Conduct:**
[http://oregonstate.edu/admin/stucon/achon.htm](http://oregonstate.edu/admin/stucon/achon.htm)

**Class Content:**
- **Week One:** Introduction to Medieval Prose
- **Week Two:** Old English Prose
  - Bede; the Anglo-Saxon Chronicle
- **Week Three:** Fiction
  - Geoffrey Chaucer
- **Week Four:** Fiction
  - Sir Thomas Malory
- **Week Five:** Fiction
  - Sir Thomas Malory
- **Week Six:** Historical Narratives
  - Geoffrey of Monmouth; Sir John Mandeville
- **Week Seven:** Historical Narratives
  - Prose in Crisis (The Black Death, The Hundred Years’ War, The 1381 Uprising)
- **Week Eight:** Religious Prose
  - Ancrene Wisse; Julian of Norwich
- **Week Nine:** Religious Prose
  - Margery Kempe; Lollard texts
- **Week Ten:** Prose in Print
Writing Assignment Sequence 1

Stage 1: Prewriting Exercise (250 words)
Due date: 2nd week of the term
Task: Choose one point of form or content on which Bede and the *Chronicle* differ (however subtle that difference might be). Articulate the argument you’d like to make about this specific difference and then choose two pairs of quotes that you could use to support your argument. Copy these quotes and write a brief analysis of each (discussing why specific words or images are important and how this quote develops your argument).
Format: typed with your name & a page number on each page
Feedback: The instructor will respond to the prewriting exercises with written comments.
Criteria for Evaluation: Prewriting exercises will be graded satisfactory/unsatisfactory primarily based on how well they fulfill the task requirements and how completely they analyze each quote.

Stage 2: Rough Draft (750 words)
Due date: 4th week of the term
Task: Using your prewriting exercise as a basis (but taking into account instructor comments and adding, deleting, or changing as desired), write a complete rough draft of a paper that includes a specific argument about the difference between the two texts and develops that argument through textual analysis.
Format: typed and double-spaced with your name & a page number on each page
Feedback: Rough drafts will receive feedback in peer workshop groups.
Criteria for Evaluation: Rough drafts will be graded satisfactory/unsatisfactory primarily on whether they meet the length requirement and contain an argument and textual analysis.

Stage 3: Polished Draft (1250 words)**
Due date: 5th week of the term
Task: Using your rough draft as a basis (but taking into account peer comments and adding, deleting, or changing as desired), write a polished draft of the paper. You must also cite at least four secondary sources, following the guidelines of the MLA Stylesheet.
Format: typed and double-spaced with your name & a page number on each page
Feedback: The polished draft will receive a letter grade and written comments from the instructor.
Criteria for Evaluation: Polished drafts will be graded primarily on the specificity and originality of the argument, the detail and complexity of the textual analysis, and the skillful integration of secondary sources, with some consideration given to mechanics (spelling, grammar, etc.).

Writing Assignment Sequence 2

Stage 1: Prewriting Exercise (250 words)
Due date: 6th week of the term
Task: Choose one point of form or content on which Geoffry of Monmouth and Malory’s versions of the Arthur story differ (however subtle that difference might be). Articulate the argument you’d like to make about this specific difference and then choose two pairs of quotes that you could use to support your argument. Copy these quotes and write a brief analysis of
each (discussing why specific words or images are important and how this quote develops your argument).

Format: typed with your name & a page number on each page
Feedback: The instructor will respond to the prewriting exercises with written comments.
Criteria for Evaluation: Prewriting exercises will be graded satisfactory/unsatisfactory primarily based on how well they fulfill the task requirements and how completely they analyze each quote.

Stage 2: Rough Draft (750 words)
Due date: 7th week of the term
Task: Using your prewriting exercise as a basis (but taking into account instructor comments and adding, deleting, or changing as desired), write a complete rough draft of a paper that includes a specific argument about the difference between the two texts and develops that argument through textual analysis.
Format: typed and double-spaced with your name & a page number on each page
Feedback: Rough drafts will receive feedback in peer workshop groups.
Criteria for Evaluation: Rough drafts will be graded satisfactory/unsatisfactory primarily on whether they meet the length requirement and contain an argument and textual analysis.

Stage 3: Polished Draft (1250 words)**
Due date: 9th week of the term
Task: Using your rough draft as a basis (but taking into account peer comments and adding, deleting, or changing as desired), write a polished draft of the paper. You must also cite at least five secondary sources, following the guidelines of the MLA Stylesheet.
Format: typed and double-spaced with your name & a page number on each page
Feedback: The polished draft will receive a letter grade and written comments from the instructor.
Criteria for Evaluation: Polished drafts will be graded primarily on the specificity and originality of the argument, the detail and complexity of the textual analysis, and the skillful integration of secondary sources, with some consideration given to mechanics (spelling, grammar, etc.).

**These assignments have been expanded to include a requirement of at least four to five outside research sources to justify the fourth credit hour.