### I. General Education Review - Upper-division Writing Requirement

<table>
<thead>
<tr>
<th>Dept/Program Subject</th>
<th>English</th>
<th>Course # (i.e. ANTH 455) or sequence</th>
<th>ENLT 321</th>
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<tr>
<th>Course(s) Title</th>
<th>Studies in a Major Author</th>
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<tr>
<th>Description of the requirement if it is not a single course</th>
<th>Prereq., ENLT 301 or concet of instr.</th>
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### II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office.

<table>
<thead>
<tr>
<th>Please type / print name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>Rob Browning</td>
<td></td>
</tr>
<tr>
<td>Phone / Email</td>
<td>243-4989</td>
<td></td>
</tr>
<tr>
<td>Program Chair</td>
<td>Casey Charles</td>
<td></td>
</tr>
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</table>

### III. Overview of the Course Purpose/Description

The goal of this course is to familiarize students with the most important works of a major author (for example, Woolf, Joyce, Dickens). Students devote their energies to reading texts closely and tracing the development of the author’s thinking about certain ideas through the course of his or her career. Students read a selection of essays that illuminate the perennial debates that have animated critical study of the author.

### IV. Learning Outcomes:

**Student learning outcomes:** Identify and pursue more sophisticated questions for academic inquiry

| Required response papers are typically the core of the course. The students use these first to respond to and then to revise and develop their thinking about a variety of themes and concepts that run through the author’s oeuvre. |

Find, evaluate, analyze, and synthesize information effectively from diverse sources (see [http://www.lib.umt.edu/informationliteracy/](http://www.lib.umt.edu/informationliteracy/))

| Students find, evaluate, and analyze peer-reviewed secondary critical sources for their term paper. They may also, depending upon the instructor and the author under study, make use of popular or more specialized academic databases (such as Early English Books Online or Early American Fiction 1789-1875). |

Manage multiple perspectives as appropriate

| An important component of this course is the study of diverse and often conflicting perspectives on the author’s texts. |

Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline

| Students write for an academic audience. General instruction for writing for an academic audience is provided in ENLT 201. |

Use multiple drafts, revision, and editing in conducting inquiry and preparing written work

| Students will have the opportunity to revise at least one paper for the course. |

Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline

| Students are expected to follow either M.L.A. or Chicago style writing conventions. Detailed instruction about these conventions is provided in ENLT 201. |
Develop competence in information technology and digital literacy

Students will receive instruction in the use of digital (and possibly other) databases appropriate to the study of the author.

**V. Writing Course Requirements Check list**

<table>
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<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>Is enrollment capped at 25 students? If not, list maximum course enrollment. Explain how outcomes will be adequately met for this number of students. Justify the request for variance.</td>
<td>Yes</td>
</tr>
<tr>
<td>Are outcomes listed in the course syllabus? If not, how will students be informed of course expectations?</td>
<td>Yes</td>
</tr>
<tr>
<td>Are detailed requirements for all written assignments including criteria for evaluation in the course syllabus? If not how and when will students be informed of written assignments?</td>
<td>Yes</td>
</tr>
<tr>
<td>Briefly explain how students are provided with tools and strategies for effective writing and editing in the major.</td>
<td>Yes</td>
</tr>
<tr>
<td>Will written assignments include an opportunity for revision? If not, then explain how students will receive and use feedback to improve their writing ability.</td>
<td>Yes</td>
</tr>
<tr>
<td>Are expectations for Information Literacy listed in the course syllabus? If not, how will students be informed of course expectations?</td>
<td>Yes</td>
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**VI. Writing Assignments:** Please describe course assignments. Students should be required to individually compose at least 20 pages of writing for assessment. At least 50% of the course grade should be based on students’ performance on writing assignments. Clear expression, quality, and accuracy of content are considered an integral part of the grade on any writing assignment.

**From the syllabus:** The Response papers are two to four page explorations of some aspect of a text we have read during the previous two weeks (10-20 pages of writing). You should use these papers as an aid to your reading (one typically thinks differently when writing about a text than when reading only) and as a forum for generating good questions and topics you might pursue in your term paper. You have considerable freedom in how you choose to go about these papers. You may revise and build upon one response paper in writing another, so long as your revisions are
substantial and reflect your engagement with an additional text. I will accept as many as six, and will count the best five towards your final grade. The term paper (of ten to twelve pages) should involve engagement with both your chosen text(s) and critical/theoretical sources. In late October we will form small study groups in which you will be able to share your research with students working on similar topics (as Eve says, we’ll “divide our labors”). Before Thanksgiving break, your group will give a presentation on the questions you’re exploring and your findings thus far, at which time the rest of us will be able to ask questions about your respective projects and offer input.

Informal Ungraded Assignments

**VII. Syllabus:** Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: http://teaching.berkeley.edu/bgd/syllabus.html

Paste syllabus here.

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Milton (ENLT 321)  
Prof. J. R. Browning  
Fall 2008  
e-mail: rob.browning@mso.umt.edu  
Office Hours (LA 217) M, W, F 1:00-3:00 and after 4:00 by appointment

**Course Description:** The goal of this course is to familiarize you with John Milton’s most important works in both poetry and prose. We will devote most of our energies to reading these texts closely and tracing the development of the author’s thinking about certain ideas (kingship, Platonism, the natural world, the relationship of individual and community, the sexes, and the poet’s vocation, among others) through the course of his career. We will read a selection of critical essays that illuminate some of the perennial debates that have animated Milton studies over the last century. Because of its complexity and its prominence in the canons of English literature *Paradise Lost* will be our focus for approximately half the semester.

**Required Texts:**
The Bible, King James Authorized Version

**Graded Work:**

Response papers (5) --------------------------------------------- 40  
Term paper (including proposal & presentation) -------------- 50  
Participation ----------------------------------------------------------- 10
Attendance is essential to your success in this class. I become concerned after a student has missed more than three classes, and expect anyone in this position to see me so we may discuss his or her status in the class. Ordinarily, each absence beyond four will reduce the final grade by one third of a letter grade.

Quizzes & Participation: Each quiz will be unannounced and based on the reading assignment for the day it is given. Your lowest quiz score (including a zero, in the event of a missed quiz) will be dropped, and so there will be no make-up quizzes. Factors that affect participation: attendance, keeping up with reading assignments, contributions to class discussions.

Essays: The Response papers are informal, two to four page explorations of some aspect of a text we have read during the previous two weeks. They are due (with some exceptions) every other Friday we meet. You should use these papers as an aid to your reading (one typically thinks differently when writing about a text than when reading only) and as a forum for generating good questions and topics you might pursue in your term paper. You have considerable freedom in how you choose to go about these papers. You may revise and build upon one response paper in writing another, so long as your revisions are substantial and reflect your engagement with an additional text. I will accept as many as six, and will count the best five towards your final grade. The term paper (of ten to twelve pages) should involve engagement with both your chosen text(s) and critical/theoretical sources. In late October we will form small study groups in which you will be able to share your research with students working on similar topics (as Eve says, we’ll “divide our labors”). Before Thanksgiving break, your group will give a presentation on the questions you’re exploring and your findings thus far, at which time the rest of us will be able to ask questions about your respective projects and offer input. I encourage you to talk with me about your research interests (and frustrations!) at any point during the semester.

Academic Honesty: Plagiarism is a violation of scholarly trust. According to the Provost, “Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at http://www.umt.edu/SA/VPSA/index.cfm/page/1321.” Violators of the Student Conduct Code will receive an “F” for the offending paper. Each essay you submit must be signed at the bottom of the last page, assuring that the work is your own, except where indicated by proper documentation. Your signature is your word that the essay is free of plagiarism and that you have upheld all expected ethical standards of academic conduct in completing the essay.

The following schedule is tentative. At the beginning or end of each class I will confirm the reading for the next class. Access e-reserve (“e-res”) readings through the library’s website using the password “Milton”. Readings not otherwise marked are from the collection of Milton’s works edited by Merritt Hughes.

8/25 Mon. Introductions
8/27 Wed. Shawcross, “The Life of Milton” (handout); Milton, autobiographical section of Second Defense of the English People (pp. 828-832)
8/29 Fri. “L’Allegro” and “Il Penseroso”; Prolusion #1, “Whether Day or Night is the More Excellent”

9/1 Mon. Labor Day (no classes)
9/3 Wed. 1) The Book of Sports (Early English Books Online). Path from the library’s main page: under “Research Tools,” click “Databases: A-Z”; log-on if necessary; from the list, click “Early English Books Online”; in the “Bibliographic Number” window, search: 9254.7; click on the camera icon. You can adjust the text size at bottom left of the page;
2) Ben Jonson, Pleasure Reconcil’d to Virtue (e-res);
3) A Mask Presented at Ludlow Castle (a.k.a., “Comus”), lines 1-330.
9/5 Fri.  **Response paper due.** *A Mask*, lines 331-end.

9/8 Mon.  “At a Solemn Music”; Sonnet XVIII (“On the Late Massacre”) and Sonnet XIX (“When I consider how my light is spent”) (pp. 167-68)

9/10 Wed.  “Lycidas”
9/12 Fri.  “Lycidas”; Stanley Fish, “A Poem Finally Anonymous” (e-res)

9/15 Mon. *Areopagitica*; Early English Books Online: search
9/17 Wed. *Areopagitica*; David Norbrook, “*Areopagitica*, Censorship, and the Early Modern Public Sphere” (e-res)
9/19 Fri.  The Pamphlet Wars, cont.

9/22 Mon.  **Response paper due.** 1) *Eikon Basilike* (Early English Books Online. In Bibliographical Number window, search: E299. Peruse several pages of the text; see the illustration of Charles by clicking on the fountain-pen head icon); 2) *Eikonoklastes* (pp. 781-795); 3) Richard Hardin, “Milton and Civil Idolatry” (e-res)
9/24 Wed.  C. S. Lewis, from *A Preface to Paradise Lost* (e-res)
9/26 Fri.  *Paradise Lost*, book one

10/29 Mon.  *Paradise Lost*, book one
10/1 Wed.  *Paradise Lost*, book two; Herodotus, from *The Persian Wars* (e-res)
10/3 Fri.  **Response paper due.** *Paradise Lost*, book two

10/6 Mon.  Barbara Lewalski, “*Paradise Lost* as an Encyclopedic Epic” (e-res)
10/8 Wed.  *Paradise Lost*, book three
10/10 Fri.  *Paradise Lost*, book three; Timothy Ferris, “The Sun-Worshippers” (e-res)

10/13 Mon.  *Paradise Lost*, book four
10/17 Fri.  **Response paper due.** *Paradise Lost*, book five

10/20 Mon.  *Paradise Lost*, book five; Michael Schoenfeldt, from *Bodies and Selves in Early Modern England* (e-res)
10/22 Wed.  *Paradise Lost*, books five and six; Stephen Fallon, from *Milton Among the Philosophers* (e-res)
10/24 Fri.  *Paradise Lost*, book six

10/27 Mon.  *Paradise Lost*, book seven
10/29 Wed.  *Paradise Lost*, book eight
10/31 Fri.  **Response paper due.** *Paradise Lost*, book nine; from *Doctrine and Discipline of Divorce* (pp. 695-707)

11/3 Mon.  *Paradise Lost*, book nine; Leslie Fiedler, Introduction to *A Literary Guide to Seduction*
11/7 Fri.  *Paradise Lost*, book ten

11/10 Mon.  **Paper proposal and annotated bibliography due.** *Paradise Lost*, book ten
11/12 Wed.  *Paradise Lost*, book eleven
11/14 Fri.  *Paradise Lost*, book twelve
11/17 Mon.  Presentations. Presenters: provide each member of the class with a one-page handout that introduces your project. Include a discursive description of what you believe to be the value or interest of the project, a list of your main inquiry questions, and your bibliography.

11/19 Wed.  Presentations
11/21 Fri.  Presentations

11/24 Mon.  Presentations
11/26 Wed.  **Thanksgiving Break**
11/28 Fri.  **Thanksgiving Break**

12/1 Mon.  Milton’s Legacy: the Romantics
12/3 Wed.  Milton’s Legacy: the Romantics
12/5 Fri.  **Response paper due.** Milton’s Legacy: twentieth century to the present

12/3 Mon.  **Term paper due.**