

ENL 2012 – 1827, Survey of English Literature: Medieval to 1750 [Fall 2013]

Syllabus – Course Objectives and Policies

Class Meetings: MWF, Period 6 (12:50 – 1:40), FLG 0275

Instructor: J. Stephen Addcox

Email: stevoxoc@ufl.edu

Course Website: Sakai (<http://lss.at.ufl.edu>)

Office Hours: Turlington 4337; Wednesdays, 9am-12pm

COURSE DESCRIPTION & OBJECTIVES

This course is a survey of English literature from its beginnings in the 6th and 7th centuries to the middle of the 18th century, which means we will cover about 1200 years of material in 15 weeks. As a result, we will be reading only a small sample of the literature that British authors produced during these centuries. Each class will consist of discussions of the assigned readings; we will conduct close readings of the texts to understand their formal and narrative structures. Second, but no less important, we will connect each text to the historical and cultural movements of its moment. This will involve placing the texts within a political and social context as we engage with the narratives they present.

Upon satisfactory completion of this course, students should have a basic understanding of British literary and historical movements during this time. Students will also learn and practice writing critical essays and performing literary research. Each writing assignment stresses the importance of crafting logical arguments that use credible sources to support a strong thesis. Ultimately, each student will be expected to write about these texts in a thoughtful, convincing, and effective manner.

Required Texts and Materials

- *The Broadview Anthology of British Literature*, Concise Edition, Volume A (2nd edition) ISBN: 9781554810482
- *Macbeth*, Norton Critical Edition ISBN: 9780393977868
- Garrett-Petts, W. F. *Writing about Literature*. Broadview Press, 2013. (2nd edition) ISBN: 9781551117430

Note: You are expected to bring the necessary texts to class everyday.

University of Florida General Education Outcomes

Composition (C) and Humanities (H) Credit

This course can satisfy the General Education requirement for Composition or Humanities. For more information, see: <https://catalog.ufl.edu/ugrad/current/advising/info/general-education-requirement.aspx>

University Writing Requirement (WR)

This course can provide 6000 words toward fulfillment of the UF requirement for writing. For more information, see: <https://catalog.ufl.edu/ugrad/current/advising/info/writing-and-math-requirement.aspx>

**Note: You must earn a C or better in the course to receive Composition, Writing Requirement, or Humanities credit. A C- will not confer credit for these requirements.*

COURSE POLICIES

Attendance

ENL 2012 relies extensively upon discussion and interaction in class to facilitate learning. Consequently, **attendance is required**. Each unexcused absence after three (3) will lower your course grade by half a letter. Also, please be in class on time. If you know that you are going to miss a class, be prepared to turn your work in early. You are responsible for obtaining any notes or information from missed classes. Students who are absent for **university-sponsored events, such as athletics and band, and religious**

holidays will be excused. Prolonged absences, even for medical reasons, will not be excused, as discussion of reading & writing assignments is a key part of the course content.

Preparation & Late Work

You are expected to be prepared for every class, including completing all reading and writing assignments on time. Failure to be prepared for or to contribute to discussion will lower your participation grade. All assignments are due at the beginning of class. **Late work will be penalized one (1) letter grade for every calendar day the paper is late.**

Academic Honesty

All students are required to abide by the Student Honor Code. For more information about academic honesty, including definitions of plagiarism and unauthorized collaboration, see: <https://catalog.ufl.edu/ugrad/current/advising/info/student-honor-code.aspx>

Plagiarism is a serious violation of the Student Honor Code. You commit plagiarism when you present the ideas or words of someone else as your own. Any student who plagiarizes all or any part of an assignment will receive no credit for that assignment. Remember, *you are responsible* for understanding the University's definitions of plagiarism and academic dishonesty, which are outlined at the website above.

Classroom Behavior

Please keep in mind that students come from diverse cultural, economic, religious, and ethnic backgrounds. Diversified student backgrounds require that you demonstrate respect for ideas that may differ from your own. Any conduct that disrupts the learning process may lead to disciplinary action and a failing grade for the day.

Harassment

UF provides an educational and working environment for its students, faculty, and staff that is free from sex discrimination and sexual harassment. For more about UF policies regarding harassment, see: <http://www.hr.ufl.edu/eo/sexharassment.htm>

Students with Disabilities

The Disability Resource Center in the Dean of Students Office provides students and faculty with information and support regarding accommodations for students with disabilities in the classroom. For more information, see: <http://www.dso.ufl.edu/drc/>

Graded Materials

Students are responsible for maintaining duplicate copies of all work submitted in this course and retaining all returned, graded work until the semester is over. Should the need arise for a re-submission of papers or a review of graded papers, it is the student's responsibility to have and make available this material.

Any complaint about individual assignments should be addressed to me and not to the English Department. If you have complaints about your final grade, you may see me at the beginning of the next term. If you find that you still have complaints after our meeting, you may appeal a final grade by filling out a form available from Carla Blount, Program Assistant.

ASSIGNMENTS

Major Papers

- *Close Reading (1000+ words; no secondary sources required)* **Due: September 27**
Students will conduct a close reading of one text that we have studied in the class thus far. A close reading seeks to pull detailed meaning out of a text, and therefore the selection on which you write should be appropriately brief. You will be given further instructions in class on how to select an extract from our readings. At this stage your writing is primarily exploratory rather than argumentative; you should be

tracing out the way that the author creates meaning through both the formal structure and the narrative qualities present in the selection. The use of outside sources beyond those provided to you in the anthology is .

- *Synthesis Paper (1200+ words; 3-5 secondary sources)* **Due: November 1**
In this paper students will be selecting two texts from our reading and forming an argument that puts ideas, methods, or styles of the works in conversation with one another. Some outside research will be necessary to acquire a degree of knowledge about the contexts and current academic discussions of the selected texts.
- *Prospectus and Bibliography (500 words)* **Due: November 22**
In preparation for the final research paper students will prepare, in consultation with the instructor, a prospectus for their final research paper. The prospectus should be 500 words in length and describe the argument of the proposed paper. Attached to the prospectus should be a bibliography of at least 15 scholarly sources that the students intends to consult during their research.
- *Final Research Paper (1800+ words; at least 5 secondary sources required)* **Due: December 9**
The final major writing assignment for this class will be a research paper in which you draw upon external sources to support and frame an argument relevant to the texts that we have studied this semester. We will be practicing and learning how to navigate UF's library so that your research is both thorough and helpful.

Blog Posts & Comments (500 words each)

You will be required to publish a series of blog posts throughout the semester. You choose which days to submit responses in each unit, but you may only post one response on a given class day.

Response papers allow you to work through and put down on paper ideas that occurred to you while you were completing reading assignments. Think of the response papers as an online forum for conversations about literature. Respond to anything that interests, amuses, or confuses you about the assigned reading. You should feel free to take chances intellectually without worrying about whether they are "right" or "wrong." However, all blog posts should be polished writing that makes an argument (has a thesis) and use textual evidence. You should not simply provide plot summaries.

Response Paper requirements:

- Weeks 1 – 6: 3 response papers and 8 comments
- Weeks 7 – 11: 3 response papers and 8 comments
- Weeks 12 – 15: 2 response papers and 4 comments

Note:

1. Post link to the Facebook group at noon on the day of the reading you are discussing.
2. You may only post ONE (1) response paper per class day; no more than TWO (2) per week.
3. You may NOT make up missed response papers from one unit during a subsequent unit.
4. Length: 500 words.

Participation

This class will be discussion based. Discussion will be student driven, meaning that students' questions and thoughts play a vital role in the class discussion. Everyone should come to class prepared to offer at least one comment or ask a thoughtful question. You are expected to complete all reading assignments before class.

GRADE BREAKDOWN

Close Reading (1000+ words) – 125 points
Synthesis Paper (1200+ words) – 225 points
Prospectus and Bibliography (500 words) – 150 points
Research Paper (1500+ words) – 300 points
Blog Posts (500+ words each) – 200 points (8 responses @ 25 points each)

Total Points Possible – 1000

FINAL GRADING SCALE

A 930-1000; **A-** 900-929; **B+** 870-899; **B** 830-869; **B-** 800-829; **C+** 770-799; **C** 730-769; **C-** 700-729; **D+** 670-699; **D** 630-669; **D-** 600-629; **E** 599 or below

Daily Schedule – Reading and Writing Assignments

*NOTE: All reading and writing tasks are **due on the day** they appear on the syllabus. This schedule of assignments is subject to change at any time; it is your responsibility to keep informed of any updates, including when you are absent.*

I. Introduction to Coursework & Old English Literature

Week 1 (August 21 – August 23) (Drop/Add Ends Tuesday, August 27 @ 11:59 PM)

- W - Course Introduction and Overview
- F - The Medieval Period (pp. 1-34)
- Bede, from *Ecclesiastical History of the English People* (pp. 36-50)
- *The Dream of the Rood* (pp. 58-60)

Week 2 (August 26 – August 30)

- M - *Beowulf* (pp. 62-75, lines 1-836)
- W - *Beowulf* (pp. 75-93, lines 837-2220)
- F - *Beowulf* (pp. 93-106, lines 2221-end)

Week 3 (September 1 – September 6)

- M - Labor Day, No Classes
- W - Writing about Literature (pp. xxi-20; 105-148)
- F - The Crises of the Fourteenth Century (pp. 135-146)

Week 4 (September 9 – September 13)

- M - *Sir Gawain and the Green Knight* (pp. 159-189)
- W - *Sir Gawain* (pp. 189-211)
- F - *Sir Gawain* (pp. 211-224)

Week 5 (September 16 – September 20)

- M - Middle English Lyrics (pp. 127-134)
- W - Geoffrey Chaucer, *The Canterbury Tales* (pp. 229-251)
- F - Chaucer, *Canterbury*, Wife of Bath's Prologue (pp. 298-313)

- **Close Reading draft due**

Week 6 (September 23 – September 27)

M - **Close Reading Peer Review**

W - Chaucer, *Canterbury*, Wife of Bath's Tale (pp. 314-319)

F - Religious and Spiritual Life (pp. 381-401)
- Margery Kempe, *The Book of Margery Kempe* (pp. 365-380)
- **Close Reading Due**

Week 7 (September 30 – October 4)

M - The Renaissance and the Early Seventeenth Century (pp. 465-515)

W - Edmund Spenser, *Amoretti* (pp. 644-647)

F - Culture: A Portfolio (pp. 699-716)

Week 8 (October 7 – October 11)

M - Spenser, *The Faerie Queene*, Book 1, Cantos 1-2 (pp. 556-572)

W - Spenser, *Faerie Queene*, Book 1, Cantos 3-4 (pp. 572-586)

F - Writing about Literature (pp. 21-68)

Week 9 (October 14 – October 18)

M - Philip Sidney, *The Defense of Poesy* (pp. 665-683)

W - Sidney, *Astrophil and Stella* (pp. 656-665)

F - Christopher Marlowe, *Doctor Faustus* (pp. 743-744, 757-770)

Week 10 (October 21 – October 25)

M - Marlowe: *Doctor Faustus* (pp. 770-786)

W - William Shakespeare, Selected Sonnets (pp. 1058-1077)

F - Shakespeare, *Macbeth*
- **Synthesis Draft Due**

Week 11 (October 28 – November 1)

M - **Peer Review**

W - Shakespeare, *Macbeth*

F - Shakespeare, *Macbeth*
- **Synthesis Paper Due**

Week 12 (November 4 – November 8)

M - John Donne, "The Flea," "The Ecstasy," Holy Sonnets 10, 14, and Meditation 17 (pp. 824ff)

W - Ben Jonson, "To Penhurst," "Song: To Celia," "To the Memory of My Beloved," & "Ode to Himself" (pp. 811ff)

F [Homecoming, No Class]

Week 13 (November 11 – November 15)

M [Veteran's Day, No Class]

W - Andrew Marvell, "To His Coy Mistress," & "The Garden" (pp. 878ff)

F - C. S. Lewis: *A Preface to Paradise Lost* (handout)
- Milton: *Paradise Lost*, Book 1 (pp. 897-899, 918-932)

Week 14 (November 18 – November 22)

M - The Restoration and the Eighteenth Century (pp. 1001-1037)

W - Eliza Haywood: *Fantomina; or, Love in a Maze* (pp. 2566-2584)

F - Alexander Pope: "The Rape of the Lock" (pp. 2493-2496, 2513-2532)
- **Prospectus and Bibliography Due**

Week 15 (November 25 – November 29)

M -

W - [Thanksgiving Break]

F - [Thanksgiving Break]

Week 16 (December 2 – December 4)

M - Conferences

W - Course Wrap-up and Evaluations

Research Paper Due December 9