English Literature I — ENGL 2316 (CRN 11104) — Fall 2015
MWF 1:00 - 1:50 p.m.
Irby 312

**Professor:** Dr. Katherine E.C. Willis
**Office:** Irby 414
**Office hours:** Mondays 2:00-3:30; Wednesdays 9:30-11:00, 2:00-3:30; Fridays 9:30-11:00; and by appt.
**Office ph:** 501-450-5135
**Email:** kwillis@uca.edu *(allow 24 hours for response; see etiquette policy)*

**HOW TO CONTACT ME:**

**Email etiquette:** I will respond to your email within 24 hours (if you do not hear from me in that time window, contact me again). That means you should not email last minute concerns about assignments. In addition, I only respond to emails that follow basic etiquette. That includes the following:

1. Salutation line with my name
2. Decent grammar and spelling
3. Signature line with your name

**Office hours:** My door is open for you during the office hours listed above, so you do not need an appointment to see me then. If you cannot make those times, however, just ask to set up an appointment.

**COURSE DESCRIPTION AND OBJECTIVES:**

Our overarching goal in this course is to acquire a deep appreciation for the literature of the early periods. This course will provide a thorough introduction to the major periods and genres of early literature in English, along with a cross-section of major authors. You will develop a critical vocabulary for thinking about literature, refine your understanding of the history of English literature, enhance your research and writing techniques, and prepare for more advanced courses in English.

This course has a special focus that will help us meet that overarching goal. In all of our discussions of genre and conventions, we will have one question in the background: How do we approach literature that is not committed to realism? One of the hardest things to understand about early period literature is the difference between realistic detail and literary realism; the two are not the same. We will define literary realism, differentiate it from the use of realistic detail, and cover some alternatives to realism.

All the assignments for this class are meant to sharpen the top three skills every employer looks for: communication skills, writing skills, and analytical skills. Whatever career you have or plan to have after college, every employer is looking for those three skills. If you apply yourself in working on each project, you will leave this class a better writer of literary critical prose—arguably the most challenging kind of nonfiction writing to master. Once you can write literary criticism, you can write anything.
REQUIRED MATERIALS:

- Broadview Anthology of British Literature, Concise Volume A. ISBN: 1554810485
- Readings and materials distributed electronically (printed and brought to class)

BUILDING EMERGENCY PLAN:

An Emergency Procedures Summary (EPS) for the building in which this class is held will be discussed during the first week of this course. EPS documents for most buildings on campus are available at http://uca.edu/mysafety/bep/. Every student should be familiar with emergency procedures for any campus building in which he/she spends time for classes or other purposes.

TITLE IX DISCLOSURE:

If a student discloses an act of sexual harassment, discrimination, assault, or other sexual misconduct to a faculty member (as it relates to “student-on-student” or “employee-on-student”), the faculty member cannot maintain complete confidentiality and is required to report the act and may be required to reveal the names of the parties involved. Any allegations made by a student may or may not trigger an investigation. Each situation differs, and the obligation to conduct an investigation will depend on the specific set of circumstances. The determination to conduct an investigation will be made by the Title IX Coordinator. For further information, please visit https://uca.edu/titleix. Disclosure of sexual misconduct by a third party who is not a student and/or employee is also required if the misconduct occurs when the third party is a participant in a university-sponsored program, event, or activity. Students should also familiarize themselves with the Sexual Harassment Policy included in the Student Handbook.

DISABILITY SERVICES & ACCOMODATIONS:

The University of Central Arkansas adheres to the requirements of the Americans with Disabilities Act. If you need accommodation under this Act due to a disability, please contact the UCA Disability Resource Center (450-3613). Any student with a documented disability requiring accomodations in the course should speak with me as soon as possible. Please be aware that it is in all cases the responsibility of the student to initiate such a discussion and to do so well in advance of assignments and activities for which accomodations might be needed. The discussion should yield a reasonable accomodation (in other words, an accomodation that does not “fundamentally alter a course, program, or academic requirement”). Please refer to the policies and procedures defined by UCA’s Disability Resource Center for more details. All information regarding an individual’s disability is strictly confidential.

ACADEMIC INTEGRITY AND PLAGIARISM:

UCA’s academic integrity statement reads as follows: “The University of Central Arkansas affirms its commitment to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Students in this course are subject to the provisions of the University’s Academic Integrity Policy, approved by the Board of Trustees as Board Policy No. 709 on February 10, 2010, and published in the Student Handbook. Penalties for academic misconduct in this course may include a failing grade on an assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate. Continued enrollment in this course affirms a student’s acceptance of this university policy.”
Academic misconduct includes but is not limited to, cheating, plagiarism, collusion, falsifying academic records, fabrication, and any act designed to give an unfair academic advantage to the student.

“Other forms of academic misconduct may include unauthorized collaboration or submitting the same paper or portions of the same paper to two different courses without the consent of both instructors . . . . The university’s academic integrity policy applies to all students enrolled in courses at the University of Central Arkansas. All forms of academic misconduct at the University of Central Arkansas will be regarded as serious” (qtd. from Student Handbook). Students should familiarize themselves with the Academic Policies, related to Academic Integrity and all other academic matters, included in the Student Handbook.

**CLASSROOM CONDUCT:**

Common courtesy and respect: I encourage you to share your opinions and engage in conversation with your classmates, because the more diverse points of view we consider, the more complete our study will be. However, please be courteous: disagreement can be a great way to start a discussion, but respect your classmates’ opinions and their right to express them. Any disruptions or displays of disrespect will result in a serious consideration of your placement in this class.

Electronic devices: The use of laptops, cell phones, tablets, e-readers, PDAs, music players and other electronic devices is prohibited in the classroom without express permission.

Students who violate these principles of conduct will be asked to leave the classroom and will not receive credit for in-class work that day.

**ATTENDANCE:**

Your attendance at each class meeting throughout the semester is the foundation of your grade in this course. As the Attendance section of the Student Handbook explains, “A student’s official program is regarded as his or her obligation to the institution, full performance of which requires regular and punctual class attendance and active participation. A student is responsible for coming to class prepared, completing any missed work, and knowing the dates and places of required course examinations . . . . Absences that indicate negligence about class attendance may lead to cancellation of registration and a withdrawal grade of WF in the course. In flagrant cases, the student may be suspended from the university. Individual instructors may assign a withdrawal grade of WF for non-attendance to any student but must do so by the deadline date for a student to officially withdraw with a WP or WF specified in the academic calendar for the semester.”

Participation is part of your course grade, but in a larger sense, all of our other assignments and activities will require you to build on what happens in class. In other words, irregular attendance will affect not just participation but will also hinder your ability to complete major assignments and activities.

If you are absent or late for any reason, it is your responsibility first to acquire notes from a classmate and, second, to come see me with questions and concerns.

**LATE WORK POLICY:**

If you are unable to submit work on time due to an excused reason, it is your responsibility to contact me as soon as possible to document your reason and to make timely alternative arrangements (be aware that some in-class activities may not be possible to make up). Late work is never acceptable for unexcused reasons. As the Student Handbook specifies in the section on Attendance, “Make-up examinations and
assignments are required only for valid absences as determined by the faculty member. Students who miss an examination or assignment without a valid excuse may receive a failing grade for that exam or assignment.”

Excused reasons include (but are not limited to): official university-sanctioned athletic or organizational events (requires appropriate documentation), severe illness, death of a family member, court appearances, jury duty.

Unexcused reasons include (but are not limited to): computer/printer malfunctions, traffic problems, family vacations/travel, or forgetfulness.

EVALUATIONS:

Student evaluations of a course and its professor are a crucial element in helping faculty achieve excellence in the classroom and the institution in demonstrating that students are gaining knowledge. Students may evaluate courses they are taking starting on the Monday of the thirteenth week of instruction (Nov. 23, 2015) through the end of finals week by logging in to myUCA and clicking on the Evals button on the top right.

ASSIGNMENTS AND GRADING:

Below is an overview of the grade components for this course and the weight assigned to each. The descriptions for each category are an overview; any further requirements/details and information about grading will be distributed separately in assignment sheets. Be sure to save all of your work during the semester.

10% Participation: Come to class each day prepared to write and to discuss. This grade category includes not only your active, vocal participation in class, but also your completion of any in-class activities, such as free writing, worksheets, workshop/peer review, and other activities. Good participation means being regularly present and active in class, engaging with me and your classmates in generative, constructive discussion, and being prepared for each day of class (i.e., you completed the reading, finished the assignments, arrived with the text in hand, etc).

15% Discussion question: We will have a discussion question for each class. I will provide the question one class in advance. Be sure to obtain the question and think about it in relation to the reading. At least one day of the semester, you will be responsible for starting class by presenting an original, thoughtful, evidence-based answer to the discussion question. Cite the text and close read in your answer. Your informal presentation will take 3-5 minutes. I will assign each student’s dates approximately one week ahead of time throughout the semester. Keep track of your date and be sure to be in attendance; because of the tight schedule of the semester, there may not be an opportunity to make up this portion of your grade.

15% Midterm exam: A comprehensive exam of all the material covered in the first part of the semester (including readings, lecture, and discussion). Be prepared for identification, multiple choice, definition, and short essay. The exam will measure how closely you read and how deeply you engaged with concepts and information covered in class.

20% Glossing project: In the middle ages, glossing was a means of placing critical apparatus close to a text, sometimes in the margins or even between the lines. Your task is to work in groups to gloss a passage (i.e., 15-20 lines of poetry) from one of the medieval texts we read in class (other than
Chaucer). The interlinear glosses will be word definitions, and the marginal glosses will be commentary from scholarly sources and from your own critical analysis of the text. You will create your glossed text as either a physical poster or digital “poster.”

20% Research paper: A comparative analysis of one work we have read for class with one work from the anthology that we have not read together (choose a medieval or renaissance text). Your research paper should present an original thesis about the two texts, supported with specific details from the texts and with ideas from 3-4 current scholarly sources. 6-8 pp. in MLA formatting. Due dates for the research paper are staggered throughout the semester. A limited number of spots will be available for each date. Students will sign up for one of the following dates at the beginning of the semester:
1. Fri. Sept. 18
5. Mon. Nov. 9
6. Mon. Nov. 23
7. Wed. Dec. 2

20% Final exam: Like the midterm exam, except that it will have a cumulative portion. Approximately one-third of the final exam will draw on material from the first half of the course.

COURSE SCHEDULE

Readings and assignments are due at the beginning of class on the day on which they are listed. You are expected to bring a hard copy of our readings to class with you. Some days below specify other materials you are required to bring. Note: I reserve the right to change the schedule below if it will help the class. I will announce any changes in class and via email.

Aug. 21 First day introductions. Syllabus.
Aug. 24 What is literary realism and what are its alternatives?

MEDIEVAL LITERATURE

Old English elegies and religious poetry

Aug. 26 Old English riddles and charms.
Aug. 28 Old English elegies: “The Wanderer” and “The Seafarer.”
Aug. 31 Bede’s Ecclesiastical History of the English People, read “The Coming of the English to Britain,” “Abbess Hild of Whitby; the Miraculous Poet Cædmon,” and “Cædmon’s Hymn in Old and Modern English.”
Sept. 2 “The Dream of the Rood.”

Medieval Romance and Courtly Love

Sept. 4 Marie de France’s “Lanval”
Sept. 7 No class — Labor Day
Sept. 9  Medieval manuscript culture. Instructions for the glossing project.
Sept. 11  Marie de France's “Chevrefoil.”
Sept. 14  Read about the first half of “Sir Orfeo” (get to about line 300).
Sept. 16  Finish “Sir Orfeo.”

Reverdie Poetry, the Exemplum, the Dream Vision, and the Beast Fable

Sept. 18  Middle English lyrics. Read “Sumer is icumen in,” “Betwene Mersh and Averil,” and lines 1-18 of Chaucer's “General Prologue” to the Canterbury Tales.

**Research paper due date #1**

Sept. 21  Chaucer: “The Introduction to the Pardoner’s Tale” and the “Prologue to the Pardoner’s Tale.”
Sept. 23  Chaucer: “The Pardoner’s Tale,” through line 372.
Sept. 25  Chaucer: finish “The Pardoner’s Tale.”
Sept. 28  Chaucer: “The Nun's Priest's Prologue” and “The Nun's Priest’s Tale,” through line 390.

**Medieval Drama**

Oct. 5    “N-Town Emmaus drama” (distributed electronically; print and bring to class).

**Research paper due date #2**

Oct. 7    “The Second Shepherd's Play”

**Oct. 9**  MIDTERM EXAM

**Devotional Literature**

Oct. 12  Julian of Norwich’s “A Revelation of Love.” Selections for reading TBA.
Oct. 14  Julian of Norwich, cont.
Oct. 16  Margery Kempe's “Book of Margery Kempe.” Selections for reading TBA.
Oct. 19  Margery Kempe, cont.

**Research paper due date #3**

**Arthuriana**

Oct. 21  Sir Thomas Malory's Morte Darthur. Read Book I, ch. 5 excerpt.
Oct. 23  No class — Fall Break

**Research paper due date #4**

Oct. 28  Morte Darthur, “The Death of King Arthur,” ch. 4-5
**EARLY MODERN LITERATURE**

**Oct. 30**  
**DUE:** Glossing projects  
The advent of print culture. No reading.

_Arthuriana in the Early Modern Period_

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<tr>
<th>Date</th>
<th>Reading</th>
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<tbody>
<tr>
<td>Nov. 2</td>
<td>Edmund Spenser's <em>Faerie Queene</em>, Book I, cantos 1-3</td>
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<tr>
<td>Nov. 4</td>
<td>Edmund Spenser's <em>Faerie Queene</em>, Book I, cantos 4-6</td>
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<td>Nov. 6</td>
<td>Edmund Spenser's <em>Faerie Queene</em>, Book I, cantos 7-9</td>
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<td>Nov. 9</td>
<td>Edmund Spenser's <em>Faerie Queene</em>, Book I, cantos 10-12</td>
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**Research paper due date #5**

**Early Modern Drama**

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<th>Date</th>
<th>Reading</th>
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<tr>
<td>Nov. 11</td>
<td>Marlowe's <em>Faustus</em>, Prologue and Act I</td>
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<td>Nov. 13</td>
<td>Marlowe's <em>Faustus</em>, Acts II-III</td>
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<td>Nov. 16</td>
<td>Marlowe's <em>Faustus</em>, Acts IV and V</td>
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**The Sonnet and “Courtly Love” in the Early Modern Period**

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<td>Nov. 18</td>
<td>Francesco Petrarch’s “Amor, che nel penser mio vive et regna” (“Love, that doth reign and live within my thought”).</td>
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<td>Nov. 18</td>
<td>Shakespeare’s “Shall I compare thee to a summer’s day,” and “My mistress’ eyes are nothing like the sun.”</td>
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<td>Nov. 18</td>
<td>Andrew Marvell’s “To His Coy Mistress.”</td>
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<td>Nov. 18</td>
<td>Robert Herrick’s “To the Virgins, to Make Much of Time.”</td>
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**Early Modern Devotional Literature**

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<td>Nov. 20</td>
<td>John Donne’s “I am a little world made cunningly,” “Death be not proud, though some have called thee,” and “Batter my heart, three personed God.”</td>
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<td>Nov. 23</td>
<td>John Donne’s “A Hymn to God the Father” and “Meditation 17” from <em>Devotions.</em> George Herbert’s “The Windows,” “Jordan (1),” and “Jordan (2).”</td>
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**Research paper due date #6**

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<td>Nov. 25-27</td>
<td>No class — Thanksgiving break</td>
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<td>Nov. 30</td>
<td>Lady Mary Wroth. Readings TBA.</td>
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<td>Dec. 2</td>
<td>Realism retrospective. From medieval to modern. Read “Pangur Ban” (on Moodle) and Christopher Smart’s “My Cat Jeoffry.”</td>
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**Research paper due date #7**

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<td>Dec. 4</td>
<td>Study day.</td>
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<td>Dec. 7</td>
<td>Final exam from 11:00 a.m. - 1:00 p.m.</td>
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