## ENGLISH 4340/5340 CHAUCER



**POLICIES AND PROCEDURES**

**FALL 2018**

**Instructor**: Dr. Dwayne C. Coleman **CRN**: 22628/22629

**Office**: Irby 317A **Time**: T/Th 10:50am-12:05pm

**Office Hours**: MWF 1:30pm-3:30pm; T/Th 9:00am-10:00am **Place**: Irby 304

(or by appointment)

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“Chaucer is often deliberately enigmatic, reserved, or ambiguous, not to say occasionally ironical.”—Derek Brewer, in *A New Introduction to Chaucer,* second edition. 1998

**Introduction:** Few figures exemplify the enigmatic nature of the late English Middle Ages as much as the poet Geoffrey Chaucer. The son of a wealthy merchant, Geoffrey himself spends most of his adult life connected to the courts of old nobility. His work often looks back to the traditional for its subject matter, but can be innovative in form (for its time). He consistently writes from a relatively emergent cultural view point, that of the literate, educated layperson, and as such he stands as the predecessor to our own educational experience. His work both ties us to the past of medieval English literary tradition and bears some roots of modern thought, and thus is he more than worthy of our careful study.

**Course Description:** According to our course catalog: “For English majors and minors to satisfy upper-division author or elective requirement. Covers Chaucer’s major works, generally including *Troilus and Criseyde* and *The Canterbury Tales*, viewed against the background of medieval life and thought, focusing on perspectives such as Chaucer’s depiction of women, Chaucer’s sources, and Chaucer as Christian moralist, allegorist, humorist. Lecture, discussion, writing. Prerequisite: ENGL 2316; prerequisite/corequisite: ENGL 3105 or consent of the instructor.”

**Course Objectives:**

1. Students will recognize the sounds and structures of the Middle English language and will be able to read—both aloud and silently—Middle English texts.
2. Students will recall the historical details of Chaucer’s life and times and consider them in relation to our own times.
3. Students will recognize, understand, and appreciate Chaucer’s contributions to the development of English verse, his literary depiction of character, and his utilization of traditional medieval literary genres.
4. Students will understand the philosophical background of Chaucer’s major works and the literary influences on his work.

**Required Texts:**

Chaucer, Geoffrey. *The Canterbury Tales: Fifteen Tales and the General Prologue*. Ed. V.A. Kolve and Glending Olson. 2nd ed. New York: Norton, 2005.ISBN-13: 978-0-393-92587-6

Chaucer, Geoffrey. *Troilus and Criseyde*. Ed. Stephen A. Barney. New York: Norton, 2005. ISBN-13: 978-0-393-92755-9

A crucial objective of this course is to get you proficient in reading Chaucer’s Middle English, and so we will read all of his work in the original language. I strongly encourage you not to resort to reading modern translations since it will hinder your progress in learning Middle English unless you get hopelessly, helplessly confused by a passage. Then, if you must, stick with the Penguin translations of Neville Coghill. There is also a prose translation of *Troilus and Criseyde* by Barry Windeatt for Oxford World Classics that is fairly good, but of course, hindered by being in prose. A recent book by Peter Ackroyd is a retelling—NOT a translation—so it will not help you much at all.

**Helpful Resources:**

* The online Middle English dictionary can be found at this site: <http://quod.lib.umich.edu/m/med/med_ent_search.html>
* Both the “The Geoffrey Chaucer Website Homepage” and “Harvard's Geoffrey Chaucer Website” have valuable resources for reading and understanding Chaucer’s works. They include interlinear translations of *The Canterbury Tales*, as well as a glossary, some primers on Middle English, and sections on historical topics. “The Geoffrey Chaucer Website Homepage” can be found here: <http://sites.fas.harvard.edu/~chaucer/> ;and Harvard's Geoffrey Chaucer Website” is here: <https://chaucer.fas.harvard.edu/>
* There is a searchable “Chaucer Bibliography Online”: <http://chaucer.lib.utsa.edu/items/search>
* *The Chaucer Review* is one of two important journals devoted to Chaucer scholarship. It has a searchable index of its first 30 volumes here: <https://library.northwestu.edu/chaucer/>; and its articles are available via JSTOR through Torreyson Library’s databases. The other important journal is *Studies in the Age of Chaucer*, and its issues since 2008 are available through Project Muse also in Torreyson Library’s databases.

**Assignments:**

* **Discussion leadership**: on a day of your choosing, you will facilitate discussion on that day by submitting 2-3 questions/talking points (4-6 if collaborating with someone) and one suggestion for further reading of a scholarly secondary source. Graduate students will perform this task on two days.
* **Two quizzes** will test your proficiency with Chaucer’s vocabulary and Middle English. On these quizzes will have to define a list of ME words found in *The Canterbury Tales* and translate one passage of about 4-6 lines from the tales. For the first quiz, I will give you a list of words to study, but for the second I may not be so accommodating.
* **Recitation exercise:** for this assignment, you will **memorize and recite** a passage of 16-20 lines from *The Canterbury Tales.* You may choose any passage except the first 18 lines from *The General Prologue* (too easy, and you may have done it in high school already), but you should make sure you end your passage at a full stop and not in the middle of a sentence. You may do this in class, in my office, or on video/Youtube if you so choose. I’ll give you a reminder of this assignment in the coming days.
* **One midterm take home exam** consisting of your response to a choice of essay questions. Details to come.
* **One final exam** that will be comprehensive in scope and will consist of a combination of elements. Details to come here too.
* **One scholarly paper** for undergraduate students 8-10 pages in length and 10-15 for graduate students. I’ll give you a description of the assignment in Week Three of the semester.

**Grading percentages:**

**Undergrad:**

**Discussion leadership 15%**

**Recitation exercise 10%**

**Two quizzes 10% each X 2= 20%**

**One midterm take home exam** **20%**

**One final exam 15%**

**One scholarly paper** **20%**

**Graduate:**

**Discussion leadership 5% each X 2= 10%**

**Recitation exercise 10%**

**Two quizzes 15% each X 2= 30%**

**One midterm take home exam** **15%**

**One final exam 15%**

**One scholarly paper** **20%**

**Grading is on the following scale:** A 100-90

B 89-80

C 79-70

D 69-60

F 59 and under

**Grading Policy**

1. Grading will be rigorous and exacting as a course of this importance demands.

2. Please do not inform me of your desires or requirements for a certain grade. You are responsible for earning whatever grade satisfies you.

3. In addition, I cannot grade on effort, but I must base all grades on the submitted product of your effort. Part of the task of becoming a successful student is learning how to expend effort in the most efficient way.

4. I will not give extra credit assignments for the purpose of improving a student’s grade in the class.

**Attendance and Class Conduct Policy:**

* If you intend to make a premium grade (A or B), you should attend class as frequently as possible, preferably every class day. Your final grade for this course will likely drop two points for every absence after three, except in rare situations. Infrequent absences caused by illness or accident, family death, official university functions, or inclement weather are acceptable, but you need to bring documentation of the reason to receive this consideration. If you should miss 6 or more classes, I will strongly recommend that you drop the class, and I reserve the right to drop a student from the course, assigning a grade of WP or WF, after 8 absences.
* Class will begin and end on time. If you arrive late, see me before you leave or you may be counted absent. If you’re late for a quiz, you might not get to finish or take it. Early departures should be avoided unless absolutely necessarily as they tend to be disruptive. If you leave early after taking a quiz, you might not get credit for it. At any rate, if you are frequently late, you will miss valuable information for class. I will not be responsible for repeating what you miss.
* Even when you are absent, you should do your best to keep up with the readings. Exams and quizzes will not be made up unless the absence is excusable under the conditions above, and in that case a grade of ZERO will be assigned. Please notify me of any planned absences IN ADVANCE. It is YOUR RESPONSIBILITY to approach me and arrange for a time to make up the exam and to keep the appointment. I will not remind you to make it up.
* I ask that you also avoid accepting calls on cell phones. Please turn your phones off while you are in the classroom. For security purposes, cell phones and other electronic devices may not be consulted or handled during exams. You may use laptops in class, but students causing distractions with them will lose the privilege.
* Please do not bring food into the classroom. Drinks (non-alcoholic, of course) are permitted, but you are asked to clean up any spills yourself.
* Class WILL be held on all scheduled class days. If you miss a class, you will be counted absent. You should make any plans involving holiday travel or other occasions with this policy in mind. Make sure family and friends know about the policy if they’re making travel arrangements or other plans for you.
* Last, but not least, make note of all drop dates for this semester. These are listed on the online Academic Calendar.

**Academic Honesty and Policies:**

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.

For this class, any discovered instances of cheating or plagiarism WILL result in a ZERO for the assignment and will likely result in failure of the course. Plagiarism includes piecing together phrases, sentences, paragraphs, or ideas from sources without documentation as well as submitting work that has been composed wholly or in part by someone else. The plagiarized work will also be kept on file in the English Department, and the student may be subject to other sanctions and processes pending the revision of the University’s policy on cheating.

**Emergency Procedures:** 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.

**The Disability Resource Center:** 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, contact the Disability Resource center at 450-3135.

**Sexual Harassment Policy and Title IX disclosure:** Please familiarize yourself with the University’s policies concerning sexual harassment in the current UCA *Student Handbook*.

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 those 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.

**Schedule and Readings (Assignments to be read or completed before class on day listed):**

Schedule may be subject to some changes. Keep up with the pages as they are announced in class. *CT* stands for *The Canterbury Tales;* *TC* stands for *Troilus and Criseyde*.

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| **Tuesday** | **Thursday** |
|  | **August 23**  Introduction; Overview of Chaucer’s life and time; Chaucer’s language |
| **August 28**  Read *Canterbury Tales: General Prologue*, pp. 3-12, ll. 1-387; **recitation assignment given** | **August 30**  Read *Canterbury Tales: General Prologue*, pp. 12-16 ll. 388-541; **discussion leadership assignment given** |
| **September 4**  Finish *Canterbury Tales: General Prologue*, pp. 16-23 ll. 542-858 | **September 6**  Read *CT: The Knight’s Tale* Part One, pp. 23-34, ll. 859-1354; **paper assignment given** |
| **September 11**  Read *CT: The Knight’s Tale* Parts Two and Three, pp. 34-58, ll. 1355-2482 | **September 13**  Read *CT: The Knight’s Tale* Part Four, pp. 58-71, ll. 2483-3108 |
| **September 18**  Read *CT: The Miller’s Prologue and Tale*, pp. 71-88 | **September 20**  Read *CT: The Reeve’s Prologue and Tale*, pp. 88-102; **Quiz #1 on vocab. and ME translation** |
| **September 25**  Read *CT: The Wife of Bath’s Prologue and Tale*, pp. 102-130 | **September 27**  Read *CT: The Friar’s Prologue and Tale*, pp. 131-140 |
| **October 2**  Read *CT: The Summoner’s Prologue and Tale*, pp. 140-154 | **October 4**  Read *CT: The Clerk’s Prologue and Tale*, pp. 154-185; **take-home midterm assigned** |
| **October 9**  Read *CT: The Merchant’s Prologue and Tale*, pp 185-211 | **October 11**  **FALL BREAK—NO CLASS** |
| **October 16**  Read *CT: The Franklin’s Pro. and Tale,* pp. 212-33 | **October 18**  Read *CT: The Pardoner’s Pro. and Tale*, pp. 233-48 |
| **October 23** Read *CT: The Prioress’s Prologue and Tale*. pp. 248-254; **take-home midterm due** | **October 25**  Start *CT: The Man of Law’s Prologue and Tale* Online https://sites.fas.harvard.edu/~chaucer/teachslf/mlt-par.htm |
| **October 30**  Finish *CT: The Man of Law’s Pro. and Tale* | **November 1**  Read *CT: The Nun’s Priest’s Pro. and Tale*, pp. 269-85 |
| **November 6**  Read *CT: The Tale of Sir Thopas* and *Prologue to the Tale of Melibee*, pp. 255-262; from *The Parson’s Prologue and Tale* and *Retraction*, pp. 293-307 | **November 8**  Begin reading *Troilus and Criseyde* (*TC*)*,* Book One, pp. 9-67 and Barney’s introduction ix-xxvii; **Quiz #2 on vocab. and translation** |
| **November 13**  Finish reading *Troilus and Criseyde,* Book One, pp. 9-67 | **November 15**  Read *TC*, Book Two, pp. 68-149 |
| **November 20**  Read *TC*, Book Three, pp. 149-225  **(Nov 19) Open Fall & 2nd 8-Week Evals** | **November 22**  **THANKSGIVING—NO CLASS** |
| **November 27**  Begin reading *TC*, Book Four, pp. 225-311 | **November 29**  Finish Reading *TC*, Book Four, pp. 225-311 |
| **December 4**  Read *TC*, Book Five, pp. 311-427 | **December 6**  **Concluding matters; Paper Due** |
| **December 11**  **Final Exams** | **December 13 FINAL EXAM 11:00AM-1:00PM**  **(Dec 14) Close Fall & 2nd 8-Week Evals** |

**ENGL 4340/5340: Chaucer (22628/22629)**

**ACADEMIC POLICIES**

The university’s two academic bulletins – the University of Central Arkansas *Undergraduate Bulletin* and *Graduate Bulletin* – are the official publications for all academic programs and policies. Students are urged to study these bulletins. In addition, students should familiarize themselves with the various policies in the *Student Handbook*, some of which are outlined below. The *Handbook* may be accessed online at **http://www.uca.edu/student/dean/student\_handbook.php**.

**Academic Misconduct**

**Definition:**

1. Any academic dishonesty in connection with the taking of, or in contemplation of the taking of any examination. (For the purposes of this policy, any student is academically dishonest who
   1. knowingly discovers or attempts to discover the contents of an examination before the contents are revealed by the instructor;
   2. obtains, uses, attempts to obtain or use any material or device dishonestly; or
   3. supplies or attempts to supply to any other person any material or device dishonestly; or
   4. during the course of an examination obtains or attempts to obtain unauthorized information from another student or from another student’s test materials.)
2. Any misrepresentation of academic work by a student as the product of his or her own study and efforts.
3. The unauthorized possession, taking, or copying of solutions manuals or computerized solutions for homework or research problems assigned by a professor and/or instructor.

**Penalties:**

Any student deemed guilty of an act of academic misconduct may be subjected to one or more of the following penalties:

1. The students’ grade in the course or on the examination or assignment affected by the misconduct may be reduced to an extent, including reduction to failure.
2. The student may be placed on probation or suspended from the university for a specific period of time.
3. The student may be expelled from the university.

**Sexual Harassment**

Sexual harassment by any faculty member, staff member, or student is a violation of both law and university policy and will not be tolerated at the University of Central Arkansas. Sexual harassment of employees is prohibited under Section 703 of Title VII of the Civil Rights Act of 1964 and sexual harassment of students may constitute discrimination under Title IX of the Education Amendments of 1972. (full details may be found on pgs. 102-105 of the *Handbook*)

The University of Central Arkansas adheres to the requirements of the Americans with Disabilities Act. If you need an accommodation under this act due to a disability, contact the UCA Office of Disability Services at 450-3135.

**AGREEMENT**

I hereby acknowledge that I have received a copy of the syllabus for this course and have been referred to relevant policies outlined in the Student Handbook. I further acknowledge that I understand the objectives, guidelines, and requirements stated in the syllabus and that I agree to abide by all the requirements for the course as set forth in the syllabus.

Signed, Date:

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_