#  San José State UniversityEnglish and Comparative LiteratureEnglish 56A: English Literature to the Late 18th Century

# Fall 2011

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| Instructor: | Dr. Noelle Brada-Williams |
| Website: | http://www2.sjsu.edu/faculty/awilliams/index.html |
| Office Hours: | Mondays 1:30 PM to 4:30 PM.  Additional times by appointment in Faculty Office Building (FOB) 110. |
| Email: | Noelle.Brada-Williams@sjsu.edu |
| Telephone: | (408) 924-4439 |
| Class: | Monday and Wednesday 12:00 - 1:15PM Sweeney Hall 229 |

## Course Description

## This course introduces you to English literature from its early beginnings through the 18th century.  We will examine major literary movements, figures and genres from the Anglo-Saxon period to the end of the eighteenth century including the epic, the sonnet, restoration comedy, and various forms of pastoral. With each text, we will consider the relationships between the literary artifact and the culture that produced it.  Lectures and discussions will be organized around themes designed to address social and political aspects of the various cultures we will study such as the construction of gender, conceptions of marriage, religious faith, community, social status, England’s national identity and its growing international role as a colonial power.

**Departmental Learning Objectives**

English 56A serves the learning objectives of the Department of English and Comparative Literature, by having students demonstrate the ability to

1.      read closely in a variety of forms, styles, structures, and modes, and articulate the value of “close reading” or close analysis;

2.      show familiarity with major literary works, genres, periods, and critical approaches to World Literature;

3.      write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and the nature of the subject;

4.      develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively;

5.      articulate the relations among culture, history, and texts.

## Assignments and Grading Policy

Coursework includes reading assignments (see schedule below); one eight to ten-page formal essay (which must include research and be put on turnitin.com—class password ID is 4195293 and the password is Norton); a midterm and final exam composed of both short identification and longer comparative essay questions, and a series of five short, roughly one-page assignments. **Late paper policy:** keeping in mind the many emergencies and unforeseen events that can occur in the average SJSU student’s life, I have a very generous extension policy. As long as you give me the request in writing—print or email— (complete with a new deadline) *before* the paper’s due date, most requests for an extension will be granted**. If the original deadline is passed by a student who has not received an extension or an extended deadline has been passed, 10% of the total points possible will be taken off for lateness up to one week. Extended or late papers will be graded AFTER on-time student work.** Note that *doing the reading and being able and willing to respond* to the comments and questions of both the professor and your fellow students on a daily basis is a requirement of the course. Reading quizzes and other in-class assignments will be given to ensure that students are indeed completing and understanding the readings. These cannot be made up. Due dates for the paper and the times for the exams are listed on the reading and assignment schedule at the end of the syllabus.

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| **Short writing assignments**will demonstrate SLO’s 1, 2, 3 & 5 (collectively) | 5 short assignments of roughly a page each | 15% |
| **Major paper** will demonstrate SLO’s 3 & 4, | 8-10 page analysis w/ research 2,800-3,500 words | 30% |
| **Midterm** will demonstrate SLO’s 1, 2 & 3 | Short answer and comparative essay | 20% |
| **Final Exam** will demonstrate SLO’s 1, 2 & 3 | 5 I.D.’s & 1 Comparative essay | 25% |
| Doing the reading and participating in class lectures and discussion, including reading quizzes & other in-class assignments will provide a chance for students to both acquire and demonstrate SLO’s 1, 2, and 5 | class discussions, quizzes, etc. | 10% |
| Total |  | 100% |

The following statement has been adopted by the Department of English for inclusion in all syllabi:

In English Department Courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs.

The Department of English reaffirms its commitment to the differential grading scale as defined in the SJSU Catalog ("The Grading System"). Grades issued must represent a full range of student performance: A = excellent; B = above average; C = average; D = below average; F = failure.

In written assignments for English 56A, this scale is based on the following criteria:

A [90-92=A-, 93-96=A, 97-100=A+] = Excellent: The "A" essay is articulate and well developed with fluid transitions and a clear and persuasive use of evidence, which is drawn from the literary text itself, lecture materials (when appropriate), and research materials. An "A" essay contains a fresh insight which teaches the reader something new about the subject matter.

B [80-82=B-, 83-86=B, 87-89=B+] Above average: The "B" essay demonstrates a good understanding of its subject, a clear and persuasive use of evidence, a certain level of ease of expression, and solid organization. However, it usually lacks the level of originality and creativity that characterizes the insight found in an "A" essay.

C [70-72=C-, 73-76=C, 77-79=C+] = Average: The "C" essay makes a good attempt at all the assignment's requirements. It has a reasonable understanding of its subject matter but its ideas are frequently simplistic or over-generalized. The writing style is also more bland and repetitive than the style shown by "A" and "B" essays and it often contains flaws in grammar, punctuation, spelling and/or word choice. It may also use textual evidence out of context.

D [60-62=D-, 63-66=D, 67-69=D+] = Below average: The "D" essay is poorly organized and generally unclear. It has inappropriate or inadequate examples, is noticeably superficial or simplistic, and/or contains some serious mechanical and grammatical problems. A "D" essay may also reveal some misunderstanding of the assignment requirements.

F = Failure: An "F" essay has not addressed the requirements of the assignment and is unacceptable work in terms of both form and content.

## Classroom Protocol

You are required to be courteous and professional to both classmates and the professor. Most people take this as a requirement in their daily lives and this statement does not need to be reiterated here. However, people sometimes forget that the classroom is a professional setting and rules that govern a business meeting apply here. For example, devices such as cell phones need to be turned off; coming to class late is unacceptable. If an emergency arises that requires your absence from class, please contact the professor. Simply prioritizing your education behind other time commitments does not constitute such an emergency. Participating in class discussions and listening to and taking notes on class lectures are absolutely necessary for the successful completion of this course. Protocol for written work requires that all quotations must be enclosed in quotation marks or, when more than three lines, put in an indented block. Full citation of the original author and source must also be included. For all papers, review a writing handbook for help with quote integration, formatting & proper citation (most of you will have purchased one for your Freshman comp. classes). Also see the University policy on “Academic Integrity” below for help defining and avoiding plagiarism of all kinds.

## University Policy on Academic Integrity

Students should know that the University’s [Academic Integrity Policy is available at http://www.sjsu.edu/studentconduct/Policies/](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf). Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for [Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial\_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires approval of instructors.

## Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. [Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html](http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html). [Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/](http://www.sjsu.edu/sac/advising/latedrops/policy/) **.** Students should be aware of the current deadlines and penalties for adding and dropping classes. Note that September 6, 2011 is the last drop without a “W.” **The instructor of this course will not automatically drop you if you do not show up. Dropping is your responsibility.**

### Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

## Library Liaison for English & Comparative Literature:

## Contact Toby Matoush via email: Toby.Matoush@sjsu.edu, or phone: (408) 808-2096 if you have library research questions that have not been answered in class.

## Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

## SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. The writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. [The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/](http://www.sjsu.edu/writingcenter/about/staff/)/.

## One Required Text:

*The Norton Anthology of English Literature*, Stephen Greenblatt, Gen. Ed. 8th Edition. Volumes A, B & C (Package 1/3 volume set) ISBN: 0-393-92833-0.

# English 56A

# Fall 2011 Course Schedule

*The schedule may vary depending on the needs of the class or scheduling issues. Any changes will be reported in class and via the email you have registered with MySJSU.*

| Week |  Readings & Assignments |
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| 1: **August 24** | Introduction to course. |
| 2: **August 29** | Read the Norton introduction to “The Middle Ages” *Beowulf* (*NAEL* 1-23 & 29-47/at least to line 661)  |
| **August 31** | Read *Beowulf* (*NAEL* 47-80/at least to line 2200) |
| 3: **September 5** | **Labor Day Holiday. Campus Closed.** |
| **September 7** | Complete *Beowulf* (to *NAEL* 100/line 3182) and read “The Wander,” “The Wife’s Lament” and the excerpt of *The Anglo Saxon Chronicle* (*NAEL* 111-117). Begin reading *Sir Gawain and the Green Knight* (to part 1—*NAEL* 160-172) |
| 4: **September 12** | Read all *Sir Gawain and the Green Knight* *(NAEL* 172-213). **Short essay #1 due on what makes a good leader OR what defines good conduct /a good life in one or more of these texts (300-400 words).** |
| **September 14** | Read Chaucer, *Canterbury Tales (NAEL* 213-255). “General Prologue” and the “Miller’s Tale” |
|  5: **September 19** | Read Chaucer, *Canterbury Tales (NAEL* 256-284). “The Wife of Bath’s Prologue and Tale” |
| **September 21** | Read Chaucer, *Canterbury Tales (NAEL* 284-298, 315). “Pardoner’s Tale” and prep for next class by reading the 16th C headnote (485-513) **Short essay #2 due analyzing some aspect of *The Canterbury Tales* (300-400 words).** |
| 6: **September 26** | The origins of the English sonnet and Courtly Poetry: Wyatt, Surry, Spenser, and samples of Elizabethan Poetry (*NAEL* 592-613, 947-8, 975-992, plus other poems TBA such as Raleigh, 917-8, and Marlowe, 1022) |
| **September 28** | Edmund Spenser, *Amoretti* and *Epithalamium*  (*NAEL* 1260-1308). **Short essay #3 due analyzing a poem or developing a sonnet or other of your own (with a brief explanation, 300-400 words).** |
| 7: **October 3** | Christopher Marlowe, *Dr. Faustus* (*NAEL* 1023-1057). |
| **October 5** | Continue discussion of *Faustus*. Read Early 17th c headnote (*NAEL* 1235-1259) |
| **8: October 10** |  John Donne (*NAEL* 1260-1265, 1274, 1295-1302), Aemilia Lanyer (1313-1324), Ben Jonson (1324-1326, 1427-1431, 1434-1436 & “Sonnet to Lady Mary Wroth” (1438). |
| **October 12** | **Midterm** |
| **9: October 17** | Read Milton, *Paradise Lost*, headnote, Books 1 & 2 (*NAEL* 1785-1789, 1830-1871) |
| **October 19** | Read Milton, *Paradise Lost*, Books 3 & 4 (*NAEL* 1872-1908) |
| 10: **October 24** | Read Milton, *Paradise Lost*, Books 5 & 6 (*NAEL* 1908-1946) |
| **October 26** | Read Milton, *Paradise Lost*, Books 7, 8 & 9 (*NAEL* 1946-1998) |
| 11: **October 31** | Read Milton, *Paradise Lost*, Book 10 - 12 (1998-2055). |
| **November 2** | Read Aphra Behn, *Oroonoko* (*NAEL* 2183-2226) |
| **12: November 7** | Finish discussion of *Oroonoko* **Short essay #4 due analyzing any one of the texts that we have read since #3 was turned in (300-400 words).**  |
| **November 9** | Read all of *Way of the World* (*NAEL* 2226-2284). Discuss at least through Act 4. |
| **13: November 14** | Read Mary Astell and Daniel Defoe (*NAEL* 2284-2294) and William Hogarth (2656-2663). Finish discussion of *Way of the World* and  |
| **November 16** | Read *The Rape of the Lock*(*NAEL* 2513-2525/Cantos 1-3) plus possible additional background reading/criticism |
| **14: November 21** | Finish *The Rape of the Lock*(*NAEL* 2525-2532/Cantos 4-5) plus possible additional background reading/criticism |
| **November 23** | Read Swift’s *Gulliver’s Travels* book 1 (*NAEL* 2323-2365). **Last day to turn in short essay #5: a proposal for your final research paper (350 words max).** |
| **15: November 28** | Read Swift, *Gulliver’s Travels* book 2 (*NAEL* 2365-2405) |
| **November 30** | *Gulliver’s Travels* book 4 (*NAEL* 2418-2462) |
| **16: December 5** | Read Samuel Johnson (2 *NAEL* 664-2666, 2749-2756, 2849-2850) and Olaudah Equiano (2850-59). **Eight-ten page research paper due.** |
| **December 7** | Read all of Anne Finch (*NAEL* 2294-2298), Mathew Prior (2298-2301), Thomas Gray’s poems (2862-2870) Oliver Goldsmith “The Deserted Village,” George Crabbe, excerpt from *The Village* (2877-2890), and review for final.  |
| **December 14** | **Final Exam:** Wednesday, 9:45 AM -1200 Noon  |