

English 56A: Survey of English Literature

Spring 2013

Professor:	Dr. Adrienne L. Eastwood
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Office Hours:	Mondays and Wednesdays 10:30 a.m. – 11:30 and 1:30 p.m. – 3:00 p.m. and by appointment.
Class Days/Time:	Mondays/Wednesdays, 12:00 noon – 1:15
Classroom:	Dudley Moorehead 354
WEBSITE:	www.sjsu.edu/faculty/eastwood

Web Page: Copies of important course material will be available on my website:
www.sjsu.edu/faculty/eastwood.

Course Description:

This course introduces you to English literature from its early beginnings through the 18th century. 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. We will specifically address the themes related to heroes and monsters/villains, courtship, marriage, and gender construction.

Student Learning Goals:

- 1) Read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, and/or rhetoric (Lectures, Thinksheets, Final Exam)
- 2) Show familiarity with major literary works, genres, periods, and critical approaches to British literature (Midterm and Final Exam)
- 3) Write clearly, effectively, and creatively (Weekly Thinkseets, Essay 1)
- 4) Develop and carry out research projects (N/A)
- 5) Articulate the relations among culture, history, and texts (Lectures, Midterm, Final, and Essay)

Required Texts/Readings:

The Norton Anthology of English Literature, 9th Edition. Volumes A, B, and C. New York: Norton, 2012.

Murfin and Ray: *The Bedford Glossary of Critical and Literary Terms*.

Course Requirements:

Have the materials read in full by the time we begin to discuss them in class. Regular attendance and active class participation are required. I reserve the right to assign quizzes and other written assignments throughout the semester.

Classroom Etiquette: Laptops, cell phones, or other computer devices have no place in this classroom. You must keep these devices put away while you are here. Bring the assigned texts to each class meeting and please arrive on time.

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-298.html](http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.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.

Assignments and Grading Policy:

Written Work: You will be asked to write one formal essay (2000 words) for this class. Suggested topics for this essay will be distributed in advance. If you wish to write on a topic of your own devising, you should discuss the project with me well in advance. This is a critical/analytical paper that should clearly demonstrate your own engagement with the texts, rather than a reformulation of someone else's ideas. All assignments must be typed, double-spaced, with 1" margins all around. Please use a 12 point font. General guidelines for papers will be discussed in class. Your success on these papers will be directly proportional to your knowledge and understanding of the texts.

Late Papers: Turning in assignments late is unfair to the other students; therefore, I will lower your grade one full letter for each day the paper is late. In the case of emergencies, please see me.

I do not accept emailed assignments under any circumstances.

Weekly In-Class "Think Sheets": To promote discussion, brief responses to the readings will be assigned most weeks. The questions or prompts will be announced in class, and you will be given exactly 10 minutes of class time to write on the prompt. I will usually assign this at the beginning of the period, so if you are late to class, you will

not have as much time to write as the other students. These assignments will represent 5% of your overall grade for the course. No make up assignments will be offered for this; if you miss class, you will have to take a zero for the day. Students who write nothing or write frivolously will not receive credit for the exercise.

I will not accept emailed assignments.

Participation: A portion (10%) of your grade will be based on your participation in class; therefore regular attendance is imperative. If for some reason you are forced to miss a class, it is your responsibility to find out what information and/or assignments you missed. There will be no opportunity to make up missed quizzes or in class exercises.

In order to receive an A or a B in participation, you must do more than just attend class. You must also demonstrate to me that you have been keeping up with the readings and thinking about the questions raised by the lectures. I expect each of you to engage in the class discussions, participate in group activities, and come to class with the relevant materials.

Course Recommendations: Read the materials thoroughly before class. Read actively: mark passages that interest you and formulate questions about them. Come prepared to discuss what interests you about these texts. Bring the appropriate texts with you to class so that you can follow the lectures and participate in the discussions.

Vocabulary from the Bedford Glossary: Each week you will find a list of words from the Bedford Glossary (Murfin and Ray) on the Reading Schedule. These words or phrases coincide with some of the main issues we will be covering that week. I strongly recommend that you read the definitions of these words before coming to class. You may be quizzed or tested on them.

Exams: There will be two exams for this course: a midterm at week 6 and a final exam. The midterm will cover *Beowulf* and the literature of the medieval period. The final exam (held on May 15th at 9:45 a.m.) will be cumulative, with some emphasis on the texts discussed later in the semester. Examinations will include identification and explanation of selected passages, as well as essay responses. Please bring blue books to each exam.

Grading Breakdown:

- Class Participation: 10%
- Weekly “Think Sheet” Assignments: 5%
- Formal Essay: 30%
- Midterm Exam: 25%
- Final Exam: 30%

The Writing Center: If you have any questions about writing or about your papers, make an appointment with one of the skilled tutors at the new Writing Center located in Clark Hall, Suite 126.

Monday – Thursday, 9 a.m. – 7 p.m., Friday, 9 a.m. – 1 p.m.
Call for appointments: 924-2308

Or go online: www.sjsu.edu/writingcenter

University Policies:

Academic integrity

Students should know that the University's [Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf](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.

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.

Department Grading Policy:

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. Grades issued will represent a full range of student performance and will adhere to the following SJSU academic standards of assessment:

The "A" essay will be well organized and well developed, demonstrating a clear understanding and fulfillment of the assignment. It will show the student's ability to use language effectively and construct sentences distinguished by syntactic complexity and variety. Such essays will be essentially free of grammatical, mechanical, and usage errors.

The "B" essay will demonstrate competence in the same categories as the "A" essay. The chief difference is that the "B" essay will show some descriptably slight weaknesses in one of those categories. It may slight one of the assigned tasks, show less facility of expression, or contain some minor grammatical, mechanical, or usage flaws.

The “C” essay will complete all tasks set by the assignment, but show weakness in fundamentals (usually development), with barely enough specific information to illustrate the experience or support generalizations. The sentence construction may be less mature, and the use of language less effective and correct than the “B” essay.

The “D” essay will neglect one of the assigned tasks and be noticeably superficial in its treatment of the assignment—that is, too simplistic or short. The essay may reveal some problems in development, with insufficient specific information to illustrate the experience or support generalizations. It will contain grammatical, mechanical, and usage errors that render some sentences incomprehensible.

The “F” essay will demonstrate a striking underdevelopment of ideas and insufficient or unfocused organization. It will contain serious grammatical, mechanical, and usage errors that render some sentences incomprehensible.

“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. Courses graded according to the A, B, C, No Credit system shall follow the same pattern, except that NC shall replace D or F. In such cases, NC shall also substitute for W (or Withdrawal) because neither grade (NC or W) affects students’ GPA.”

Reading Schedule (Subject to Revision):

Week	Date	Topics, Readings, Assignments, Deadlines
0	1/23	Introductions
Glossary: Old English period; canon; alliteration, caesura, kenning, hero/protagonist		
1	1/28 1/30	<i>Beowulf</i> (lines 1-873) <i>Beowulf</i> , (lines 874-2176)
Glossary: medieval, satire, allusion, exegesis		
2	2/4 2/6	<i>Beowulf</i> (finish the poem) Chaucer, <i>The Canterbury Tales</i> , “General Prologue” (243-263)
Glossary: exemplum, seven deadly sins		
3	2/11 2/13	Wife of Bath’s Prologue and Tale (282-310) The Pardoner’s Prologue and Tale (310-325)
Glossary: hero, medieval romance, courtly love		
4	2/18	<i>Sir Gawain and the Green Knight</i> , Fitts 1&2 w/ headnote: (183-209)

Week	Date	Topics, Readings, Assignments, Deadlines
	2/20	<i>Sir Gawain and the Green Knight</i> , Fitts 3&4 (209-end)
Glossary: autobiography, mysticism, hagiography, mystery play, morality play, allegory		
5	2/25	Excerpts from the <i>Book of Margery Kempe</i> (424-438)
	2/27	Midterm
6	3/4	NO CLASS
	3/6	The 16 th Century. Norton: Introduction (531-563). John Skelton (564-565) “Lullay, lullay, like a child”; from “The Tunning of Elinour Ruming”(566-568) ; Sir Thomas Wyatt the Elder (646-648), “The long love that in my thought doth harbor”; Henry Howard, Earl of Surrey (661-662), “Love that doth reign and live within my thought” (663)
Glossary: Renaissance, Petrarchan/ Petrarchan conceit, sonnet (Italian, English, Spenserian), sonnet cycle, apostrophe, lyric, platonic love		
7	3/11	The Sonnet: Phillip Sidney (from <i>Astrophil and Stella</i>), Shakespeare (TBD), Spenser, <i>Amoretti</i> (985-989)
	3/13	Edmund Spenser, <i>Epithalamion</i> (990-999)
Glossary: drama, tragedy, comedy		
8	3/18	Christopher Marlowe, <i>The Tragical History of Doctor Faustus</i> (1127-1165)
	3/20	<i>Doctor Faustus</i> , Continued.
SPRING BREAK 3/25 – 3/29		
Glossary: conceit, metaphysical poetry, carpe diem, Cavalier poets		
9	4/1	NO CLASS
	4/3	17 th Century Introduction (1341-1369); The Metaphysical Poets (Donne, Marvell, Milton) John Donne: “The Flea” (1373); “The Good Morrow” (1373); “The Sun Rising” (1376); “Break of Day” (1380-81); “A Valediction Forbidding Mourning” (1385-86); Elegy 16 “To His Mistress Going to Bed” (1393); Holy Sonnets 1, 5, 9, 10, 14 (beginning on page 1410) *ESSAY PROMPTS DISTRIBUTED
Glossary: blank verse, epic, simile, in medias res, epithet		

Week	Date	Topics, Readings, Assignments, Deadlines
10	4/8	Milton, <i>Paradise Lost</i> , Headnote, Books 1 & 2 (1943-1986)
	4/10	Milton, <i>Paradise Lost</i> , Book 3, lines 1-86 on page 1987. Books 4 and 9 (2003-2024 and 2091-2116)
11	4/15	Milton, <i>Paradise Lost</i> , Book 10 (2116-2140); Book 12, lines 465-end.
	4/17	Restoration and 18 th Century. Introduction (2177-2207); John Dryden (2208), “A Song for St. Cecilia’s Day” (2243); John Bunyan (2269), from <i>The Pilgrim’s Progress</i> , 2270-2276.
Glossary: satire; irony, wit, sarcasm		
12	4/22	Aphra Behn. (2307) <i>Oroonoko, or The Royal Slave</i> . (2313)
	4/24	<i>Oroonoko</i> ESSAY DUE
Glossary: autobiography		
13	4/29	Alexander Pope (2665-2669); “The Rape of the Lock” (2685-2704); “An Essay on Man” (2713-2720).
	5/1	Jonathan Swift, <i>Gulliver’s Travels</i> , Book 1
14	5/6	Swift, <i>Gulliver’s Travels</i> , Book 2
	5/8	Swift, <i>Gulliver’s Travels</i> , Book 4
15	5/13	Frances Burney. <i>From The Journal and Letters</i> (2810-2827) Last day of Instruction
Final Exam	5/15	9:45 a.m. – 12:00 noon. Bring Blue Books