

San José State University
Department of English and Comparative Literature
English 56a, English Literature to the Late 18th Century, Section 1,
Spring 2015

Course and Contact Information

Instructor:	Andrew Fleck
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Office Hours:	Tuesdays, 1:30-4:30
Class Day/Time:	T/Th 12:00-1:15 p.m.
Classroom:	HGH 217

Course Format

This course is an in-person lecture and discussion course. You should plan to spend **SIX HOURS PER WEEK**, *on average*, reading the assigned texts and completing assignments outside of class (see “Definition of the credit hour” below) and then attending our class sessions for lectures and discussions. Do not forget to bring your text with you for these lectures and discussions.

Faculty Web Page and MYSJSU Messaging

This greensheet will be posted on the English Department’s website for easy consultation. You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor) to learn of any updates.

Course Description

This course is described in the *SJSU Catalog*: “Major literary movements, figures and genres from the Anglo-Saxon period through the eighteenth century. Works and writers may include Beowulf, Sir Gawain, Chaucer, Spenser, Sidney, Shakespeare, Donne, Milton, Dryden, Pope, Swift, Fielding, Johnson, Boswell.”

In the department newsletter, I offered the following description: “T.S. Eliot once wrote, “we often find that not only the best, but the most individual parts of [a good poet’s] work may be those in which the dead poets, his ancestors, assert their immortality most vigorously.” This course introduces you to the best literature of medieval and early modern England: from *Beowulf* to Frances Burney. In this survey, you will have a chance to lay the groundwork for understanding where modern literature all began!

University Policies:

A. General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90–5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the SJSU catalog, at

<http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

B. Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.edu/advising>

C. Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
 - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
 - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

D. Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires 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 Student Conduct and Ethical Development website is available at <http://www.sjsu.edu/studentconduct>

E. 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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with

disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

F. Course Requirements and Assignments & Definition of the Credit Hour

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at <http://www.sjsu.edu/senate/docs/S12-3.pdf> which includes this statement: “Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

In practice, this means that you should expect to spend *on average* **SIX HOURS PER WEEK** outside of class in order to read, write, and prepare your work for this course.

Department of English & Comparative Literature Policies

A. Student Learning Outcomes

The Department of English and Comparative Literature has a set of Student Learning Objectives (SLOs). In this course you will develop skills related to several of these objectives. The department expects that by the end of your time in the major you will demonstrate the ability to:

- 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, or rhetoric. [Your exposure to a variety of literary forms in this course will contribute to this skill; the explication you will write will demonstrate close reading skills].
- 2) Show familiarity with major literary works, genres, periods, and critical approaches to British, American, and World Literature. [This course, which covers a thousand years of literary history, will give you familiarity with major literary works, in several genres, from several periods of British Lit]
- 3) Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject. [You will produce a lot of writing in this course, in several styles, and this writing will be assessed with reference to clear and effective academic prose]
- 4) Develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively. [Although a research essay is not part of this course, you will learn about some of the sources for conducting literary research]
- 5) Articulate the relations among culture, history, and texts. [Your first and last papers in this course will require you to articulate relations among culture, history, and texts]

B. Grading Policy

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

Your grade will be based on the following 1000-point scale (think of it as an expanded version of a 100-point scale):

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

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

Our Class

Required Texts/Readings

1. Joseph Black et al, eds. *Broadview Anthology of British Literature*, Concise Edition, Volume A, Second Edition, (Peterborough: Broadview, 2011).
2. Delarivier Manley, *The Adventures of Rivelia* ed. Katherine Zelinsky (Peterborough: Broadview, 1999)

Library Liaison

Toby Matoush (408) 808-2096

Classroom Protocol

Before you enter our classroom, please turn off your mobile phone, your iPod, and anything else that may distract you from the day's work. Be sure to arrive on time or a few minutes early. As you will see below, you are expected to come to each class, prepared to participate in a discussion of the assigned material for the day. You will see that missing class participation will have a negative cumulative effect on your grade; you should miss as few classes as possible. If you feel that you must take notes on a computer, please sit near the front so we can all see that you are on task and not checking email or updating your Facebook or Twitter accounts. Please treat your classmates with respect, even if you may disagree with them.

Assignments

1. *Participation* (100 pts.): We will be reading A LOT of material this semester, and your first obligation is to keep up with the reading. Keeping up means more than just passively skimming the assigned texts. You should read **actively** and **critically**, making notes of things you don't understand or would like to discuss. Look for connections between works. Every day we meet, you will submit a "Three Sentences" assignment (described on a separate handout). The basic concept here is to practice analyzing texts critically. Focusing on a facet of the reading that requires interpretation, you'll write one sentence making a critical claim about the reading you have completed for class. Your second sentence will anchor that claim with a specific quotation from the text. Your next sentence will then explain how the cited material supports the opening claim. Bring your three sentences (**and your BOOK and notes!**) to class—it will help you participate in the day's discussion. I will collect your **typed** sentences at each class meeting. Your active participation, your "three sentences," and occasional quizzes or other in-class exercises will make up 10% of your grade.

2. *Medieval Essay* (200 pts.): Your first chance to write something substantial for the course will be a 1000-word essay on one of the medieval works we read in the first part of the semester. The paper

will be due on **March 3**. See the separate handout for a discussion of this essay. This paper will make up 20% of your grade.

3. *Midterm Exam* (200 pts.): There will be one midterm, on **April 2**. The midterm will have two sections. In the first, you will be asked to identify and briefly discuss several passages from the texts we will have discussed in the first part of the course. In the second part, you will write a short essay. The midterm counts for 20% of your grade.

4. *Sonnet Explication* (200 pts.): You will write an explication of a sonnet. This paper will be due on **March 19**. We will discuss what goes into an explication once we begin the Tudor Literature section of our course. See the separate handout for the *list of approved sonnets*. The explication will count for 20% of your grade.

5. *Term Paper* (200 pts.): You will write one longer essay, due near the end of the semester. It will give you a chance to explore a topic in some depth; you should consider some secondary research as part of this essay. The term paper should be about 5-7 pages long and demonstrate your serious engagement with one of the texts or themes we will be working with this term. There is a separate handout with a list of suggested topics, but I encourage you to develop your own topic. Please come and discuss your essay with me before you begin however. The term paper is due on either **May 5** or **May 12**. It will account for 20% of your grade.

6. *Final Exam* (100 pts.): The final exam is not cumulative. It is scheduled for **FRIDAY May 15 at 9:45 a.m.** It will have the same format as the midterm: brief identifications of passages from the last half of the semester and an essay. The final will count for 10% of your grade.

English 56a, English Literature to the Late 18th Century, Section 1, Spring 2015 Course Schedule

Please complete the assignments and readings below *before coming to class each day*. The schedule may change slightly over the course of the semester if we need to make adjustments. You will be notified of any changes through MySJSU.

Mtg	Day	Date	Topics, Readings, Assignments, Deadlines
1	Thurs	1/22	First Day Orientation: "What is a Survey?"
2	Tues	1/27	Read: "The Medieval Period" (p.1-12); "The Wanderer" (52); "The Wife's Lament" (56)
3	Thurs	1/29	Read: Beowulf (Introduction on p 62-3, AND: lines 1-1250).
4	Tues	2/3	Read: Beowulf (lines 1251-end [line 3182])
5	Thurs	2/5	Read: "The Medieval Period" (p. 12-35) & "The Crises of the Fourteenth Century" (p. 135-146). "Lollardy" (396-398) & Margery Kempe (365-381)
6	Tues	2/10	Read: Marie de France, "Lanval" (p. 111-126)
7	Thurs	2/12	Read: "Sir Gawain and the Green Knight" (Intro on p159-160 WITH lines 1-1125)
8	Tues	2/17	Read: "Sir Gawain and the Green Knight" (lines 1126-end [line 2530]).
9	Thurs	2/19	Read: "Sir Orfeo" (p. 147-158)
10	Tues	2/24	Read: Geoffrey Chaucer Introduction and "General Prologue" (p.229-251)
11	Thurs	2/26	Read: Geoffrey Chaucer, "The Miller's Tale" (p.285-297)
12	Tues	3/3	Medieval Essay Due [SLO 5] Read: "The Renaissance and the Early Seventeenth Century" (p. 465-93, 499-517). Read/Watch John Skelton "Speke Parrot."
13	Thurs	3/5	Read: Sir Thomas Wyatt "Tagus Farewell" and "They Flee From Me" and "Mine Owne John Poyns" (534-5 and 536-8); Henry Howard, Earl of Surrey "So Cruel Prison" (543-4)
14	Tues	3/10	Read: <u>Elizabethan Sonnets</u> : Petrarch "#134, #140, #189" (handout); Wyatt, "The Long Love" (533); Surrey "Love, that doth reign" (542); Daniel "Delia #6, #28" (551); Drayton "Idea #61" (551); Barnfield "Cynthia #14" (553); Wroth "Pamphilia to Amphilanthus #1" (852)
15	Thurs	3/12	Read: Spenser "Amoretti #1, #15, #34, #75" (644-647); Sidney "Astrophil and Stella #1, #7, #20, #39, #71, #106" (656-664); Shakespeare "Sonnets

			#1, #55, #130" (791-806).
16	Tues	3/17	Read: Queen Elizabeth I, Lyrics (684-86); "Tilbury Speech" (688); Marlowe "Passionate Shepherd" (756); Raleigh "Nymph's Reply" (726).
17	Thurs	3/19	EXPLICATION DUE [SLO #1] Read: Spenser, <i>Faerie Queene</i> , Book One, Cantos 1-2 (pages 555-579)
			SPRING BREAK
	Tues	3/31	CAESAR CHAVEZ HOLIDAY
18	Thurs	4/2	MIDTERM [SLO #2]
19	Tues	4/7	Read: "The Stuarts" (p. 494-99), John Donne, "The Good-Morrow," "The Sun Rising," "The Flea," "A Valediction Forbidding Mourning," and "The Relic" (826, 827, 831, 833, 835)
20	Thurs	4/9	Read: John Donne, "Holy Sonnets #10, #14" ((847-8); George Herbert "The Altar," "Easter Wings," "Prayer (I)," "The Collar," "Love (3)," (868-870, 874, 877)
21	Tues	4/14	Read: John Milton, <i>Paradise Lost</i> , Book One (p. 920-932)
22	Thurs	4/16	Read: Andrew Marvell, "To His Coy Mistress" and "An Horatian Ode" (p.883, 888) and Katherine Philips "Upon the Double Murder of King Charles" (p. 893)
23	Tues	4/21	Read: "The Restoration and the Eighteenth Century," (p. 1001-1011) John Dryden "MacFlecknoe" (p 1056-60); Aphra Behn "The Disappointment" (1104); John Wilmot "The Imperfect Enjoyment" (1204)
24	Thurs	4/23	Read: Begin Delarivier Manley, <i>Adventures of Rivella</i>
25	Tues	4/28	Read: Finish <i>Rivella</i>
26	Thurs	4/30	Read: Anne Finch, "The Spleen" (1248); Swift "Lady's Dressing Room" (1260); Mary Wortley Montagu "Reasons that Induced Dr. S" (1426)
27	Tues	5/5	TERM PAPER OPTION #1 [SLO #3] Read: Pope, "Rape of the Lock" (p.1386-1399)
28	Thurs	5/7	Read: Samuel Johnson, "Vanity of Human Wishes" (1478)
29	Tues	5/12	TERM PAPER OPTION #2 [SLO #3] Read: Gray "Elegy Written in a Country Churchyard" (1517); Course Wrap Up. Final Exam Review.
FRI-	DAY	5/15	9:45 a.m. FINAL EXAM [SLO #2] (on a Friday! I know! I.can't.even)