

**San José State University**  
**Department of English and Comparative Literature**  
**English 56A: Survey of English Literature to 1800**

<b>Professor:</b>	Dr. Adrienne L. Eastwood
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<b>Office Hours:</b>	Monday, 1:30-3:45 and by appointment
<b>Class Days/Time:</b>	Monday/Wednesday 12:00 – 1:15 p.m.
<b>Classroom:</b>	Engineering 232
<b>Prerequisites:</b>	N/A

**Faculty Web Page and MYSJSU Messaging (Optional)**

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page at [www.sjsu.edu/faculty/eastwood](http://www.sjsu.edu/faculty/eastwood) or accessible through the Quick Links>Faculty Web Page links on the SJSU home page. You are responsible for regularly checking with the messaging system through MySJSU.

**Course Description**

This course introduces you to English literature from its early beginnings through the 18<sup>th</sup> 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.

**Course Goals and Student Learning Objectives**

**Course Content Learning Outcomes:**

Upon successful completion of this course, students will be able to:

**LO1** 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)

**LO2** Show familiarity with major literary works, genres, periods, and critical approaches to British literature (Midterm and Final Exam)

**LO3** Write clearly, effectively, and creatively (Weekly Thinkseets, Essay 1)

**LO4** Develop and carry out research projects (N/A)

**LO5** Articulate the relations among culture, history, and texts (Lectures, Midterm, Final, and Essay)

## **Required Texts/Readings**

### **Textbook**

*The Norton Anthology of English Literature*, 9<sup>th</sup> Edition, Volumes A, B, and C.

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

## **Classroom Protocol**

Please arrive on time and 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/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at [http://www.sjsu.edu/academic\\_programs/calendars/academic\\_calendar/](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/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](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

## **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. Your success on this assignment will be directly proportional to your knowledge and understanding of the texts.

**Format:** Your essay should follow MLA style guidelines which are available here: <https://owl.english.purdue.edu/owl/resource/747/01/>

**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 15 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.

**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:** Most weeks 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 19<sup>h</sup> at 9:45 a.m.) will emphasize 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](http://www.sjsu.edu/writingcenter)

## University Policies

### Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University’s Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm), located at <http://www.sjsu.edu/senate/S07-2.htm>, 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](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

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 your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy S07-2 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 [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

## **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. Our 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](http://www.sjsu.edu/writingcenter/about/staff/) is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

## **Peer Mentor Center**

The Peer Mentor Center is located on the 1<sup>st</sup> floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The [Peer Mentor Center website](http://www.sjsu.edu/muse/peermentor/) is located at <http://www.sjsu.edu/muse/peermentor/>

## **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.”

## ENGL 56A: Survey of English Literature

### SUBJECT TO CHANGE

**Table 1 Course Schedule**

Week	Date	Topics, Readings, Assignments, Deadlines
1	Feb. 1 Feb. 3	Introductions <i>Beowulf</i> (lines 1-873)
Glossary: Old English period; canon; alliteration; caesura; kenning; hero/protagonist		
2	Feb. 8 Feb. 10	<i>Beowulf</i> (lines 874-2176) <i>Beowulf</i> (finish the poem)
Glossary: Medieval; satire; allusion; exegesis, exemplum		
3	Feb. 15 Feb. 17	Chaucer, <i>The Canterbury Tales</i> , “General Prologue” Wife of Bath’s Prologue and Tale
Glossary: hero, medieval romance, courtly love		
4	Feb. 22 Feb 24	The Pardoner’s Prologue and Tale <i>Sir Gawain and the Green Knight</i> (Fitts 1&2 plus headnote)
Glossary: autobiography, mysticism, hagiography		
5	Feb. 29 March 2	<i>Sir Gawain and the Green Knight</i> (finish the poem) Excerpts from the <i>Book of Margery Kempe</i>
6	March 7 March 9	MIDTERM  NO CLASS

Glossary: sonnet		
7	March 14	The 16 <sup>th</sup> Century. Norton: Introduction, John Skelton, “Lullay, lullay, like a child”; from “The Tunning of Elinour Ruming”; Sir Thomas Wyatt the Elder, “The long love that in my thought doth harbor”; Henry Howard, Earl of Surrey, “Love that doth reign and live within my thought.” [ESSAY PROMPTS DISTRIBUTED]
	March 16	The Sonnet: Phillip Sidney (from <i>Astrophil and Stella</i> ), Shakespeare (TBD), Spenser, <i>Amoretti</i>
Glossary: drama, tragedy, comedy		
8	March 21	Marlowe’s <i>The Tragical History of Doctor Faustus</i>
	March 23	<i>Doctor Faustus</i> , Continued.
Glossary: conceit, metaphysical poetry, carpe diem, Cavalier poets		
<b>March 28-April 1 SPRING BREAK – NO CLASS</b>		
9	April 4	17 <sup>th</sup> Century Introduction ; The Metaphysical Poets (Donne, Marvell, Milton) John Donne: “The Flea” ; “The Good Morrow,” “The Sun Rising”; “Break of Day”; “A Valediction Forbidding Mourning”; Elegy 16 “To His Mistress Going to Bed” ;
	April 6	Donne’s Holy Sonnets 1, 5, 9, 10, 14 Marvell
Glossary: blank verse, epic, simile, in medias res, epithet		
10	April 11	Milton, <i>Paradise Lost</i> , Headnote, Books 1&2
	April 13	Milton, <i>Paradise Lost</i> , Book 3 lines 1-86, Books 4 & 9
11	April 18	Milton, <i>Paradise Lost</i> , Book 10 and 12 (lines 465-end)
	April 20	Restoration and 18 <sup>th</sup> Century Introduction. John Dryden, “A Song for St. Cecilia’s Day; John Bunyan, from <i>The Pilgrim’s Progress</i> .
12	April 25	Aphra Behn, <i>Oroonoko, or The Royal Slave</i>
	April 27	<i>Oroonoko</i> ESSAY DUE
Glossary: irony, wit, sarcasm		
13	May 2	Alexander Pope, “The Rape of the Lock” and “An Essay on Man.”
	May 4	Swift, <i>Gulliver’s Travels</i> , Book 1
14	May 9	Swift, <i>Gulliver’s Travels</i> , Book 2
		Swift, <i>Gulliver’s Travels</i> , Book 4

	May 11	
15	May 16	Frances Burney. <i>From The Journal and Letters</i> LAST DAY OF INSTRUCTION
Final Exam	May 19 9:45-12:00	BRING BLUE BOOKS