

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

**Course and Contact Information**

<b>Instructor:</b>	Dr. Adrienne L. Eastwood
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<b>Email:</b>	Adrienne.Eastwood@sjsu.edu
<b>Office Hours:</b>	Mondays and Wednesdays, 12:00 noon- 1:15 p.m., Mondays, 3:00-4:00 p.m., and by appointment.
<b>Class Days/Time:</b>	Mondays and Wednesdays, 10:30 – 11:45 a.m.
<b>Classroom:</b>	Sweeney 348
<b>Prerequisites:</b>	N/A

**Course Format: Lecture and Discussion**

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

*Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on my faculty web page at <http://www.sjsu.edu/people/firstname.lastname> and/or on [Canvas Learning Management System course login website](#) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](http://my.sjsu.edu) at <http://my.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates* Materials for this course will also be available on my website at [www.sjsu.edu/faculty/eastwood](http://www.sjsu.edu/faculty/eastwood).

**Course Description (Required)**

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 (Optional)**

**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 (Required)**

#### **Textbook**

*The Norton Anthology of English Literature*, 9<sup>th</sup> Edition, Volumes A, B, and C. ISBN 978-0-393-91300-2

#### **Other Readings**

Recommended: Murfin and Ray: *The Bedford Glossary of Critical and Literary Terms*. ISBN 978-0312461881

### **Course Requirements and Assignments (Required)**

#### **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 Information (Required)**

**Grading Breakdown:**

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

### **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.”

**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.

**University Policies (Required)**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>”

**ENGL 56A: Survey of English Literature to 1800, Spring 2017**

**Reading Schedule – SUBJECT TO CHANGE**

*List the agenda for the semester including when and where the final exam will be held. Indicate the schedule is subject to change with fair notice and how the notice will be made available.*

**Course Schedule**

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
1	1/30	Introductions
1	2/1	<i>Beowulf</i> (lines 1-873)
Glossary: Old English period; canon; alliteration; caesura; kenning; hero/protagonist		

Week	Date	Topics, Readings, Assignments, Deadlines
2	2/6	<i>Beowulf</i> (lines 874-2176)
2	2/8	<i>Beowulf</i> (finish the poem)
Glossary: Medieval; satire; allusion; exegesis, exemplum		
3	2/13	Chaucer, <i>The Canterbury Tales</i> , "General Prologue"
3	2/15	"Wife of Bath's Prologue and Tale"
Glossary: hero, medieval romance, courtly love		
4	2/20	"The Pardoner's Prologue and Tale"
4	2/22	<i>Sir Gawain and the Green Knight</i> (Fitts 1&2 plus headnote)
Glossary: autobiography, mysticism, hagiography		
5	2/27	<i>Sir Gawain and the Green Knight</i> (Fitts &4)
5	3/1	Excerpts from the <i>Book of Margery Kempe</i>
6	3/6	MIDTERM
6	3/8	The 16 <sup>th</sup> Century. Norton: Introduction, John Skelton, "Lullay, lullay, like a child"; from "The Tunning of Elinour Rummung"; 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]
Glossary: drama, tragedy, comedy		
7	3/13	Marlowe, <i>The Tragical History of Doctor Faustus</i>
7	3/15	Marlowe, <i>The Tragical History of Doctor Faustus</i>
Glossary: conceit, metaphysical poetry, carpe diem, Cavalier poets		
8	3/20	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"
8	3/33	Donne's Holy Sonnets 1, 5, 9, 10, 14
		SPRING BREAK 3/27-3/31
Glossary: blank verse, epic, simile, in medias res, epithet		
9	4/3	Milton, <i>Paradise Lost</i> , Headnote, Books 1 & 2
9	4/5	<i>Paradise Lost</i> , Book 3, lines 1-86, Books 4 & 9
10	4/10	NO CLASS
10	4/12	<i>Paradise Lost</i> , Book 10 and 12 (lines 465-end)
11	4/17	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> .

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
11	4/19	Behn, <i>Oroonoko or the Royal Slave</i>
12	4/24	Behn, <i>Oroonoko or the Royal Slave</i>
12	4/26	ESSAY DUE – NO CLASS
13	5/1	Pope, <i>The Rape of the Lock</i> and “An Essay on Man”
13	5/3	Swift, <i>Gulliver’s Travels</i> , Book 1
14	5/8	Swift, <i>Gulliver’s Travels</i> , Book 2
14	5/10	Swift, <i>Gulliver’s Travels</i> , Book 4
15	5/15	Frances Burney, From the <i>Journal and Letters</i>
Final Exam	5/19 9:45 – 12:00 0.m.	Bring Blue or Green Books