

**San José State University**  
**Department of English and Comparative Literature**  
**ENGL 50: Beginnings to the American Experiment / Fall 2019**

**Course and Contact Information**

Instructor:	Dr. José Juan Villagrana
Office Location:	FOB 108
Email:	jose.villagrana@sjsu.edu
Office Hours:	Tuesday 2:00pm – 3:00pm, and by appointment; in person or via Zoom
Class Days/Time:	Tuesday, Thursday 12:00pm – 1:15pm
Classroom:	Sweeney Hall 348
Prerequisites:	ENGL 001 A

**Course Format**

Lecture/Discussion

**Faculty Web Page and MYSJSU Messaging**

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](http://one.sjsu.edu) on [Spartan App Portal](http://one.sjsu.edu) <http://one.sjsu.edu> to learn of any updates.

**Course Description**

This course introduces students to the study of English literary fiction from its “beginnings” through to the early eighteenth century. Students will examine how various texts return to and elaborate on shared concerns: How does something that’s entirely made up (literary fiction) elicit consequences or effects? How can a religious devotee praise God through a song? How does a story show a man how to live better than a short poem? How do dramatic works talk about their own language and performance in terms of illusion, magic, and deception? By addressing these questions which treat the literary object and its creation, students will access and analyze the way in which these elucidate concerns about constructing race and gender, fashioning the colonial other, dealing with religious conflict, and theorizing political violence.

**Course Goals**

Students will learn how the elements of figurative language and literary fiction interact with central religious, political, and artistic concerns. Students will learn to see patterns: an author’s imitation, response, and development of a literary tradition, literary form, or literary conceit. Students will write essays of literary analysis by quoting textual evidence, making informed inferences about the evidence, and placing the discussion within the appropriate context of the literary piece and its conventions.

## Program Learning Outcomes (PLOs) for English and Comparative Literature

Upon successful completion of this course, students will be able 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, and/or rhetoric.
2. Show familiarity with major literary works, genres, periods, and critical approaches to British literature.
3. Write clearly, effectively, and creatively.
4. Develop and carry out research projects.
5. Articulate the relations among culture, history, and texts.

This course serves the department's Student Learning Objectives 1 and 2 (LO1 and LO2) by introducing you to a variety of literary forms. You will read poetry, drama, speeches, travel literature, and narrative fiction.

Students are asked to write two essays for this course including one research assignment; this clearly serves Learning Objectives 3 and 4 (LO3 and LO4). Assessment of student success in LO3 and LO4 will be measured by their grades on these essays.

Students are asked to come to class prepared to talk about the material they read, and my lectures aim to help students to realize the relations among culture, history, and the texts we read. The ability to articulate the relationships listed in Learning Objective 5 (LO5) is measured by the students' participation in the course.

## Required Texts/Readings

### Textbook

Greenblatt, Steven, et al., eds. *The Norton Anthology of English Literature: The Major Authors, Volume 1*. 10th ed. New York: Norton, 2019. ISBN: 978-0-393-60308-8.

### Other Readings and Media

Additional required readings are marked with an asterisk (\*) in the schedule of reading below. These will be made available on Canvas. Film and television will be screened in class by the instructor.

### Other technology requirements / equipment / material

MLA Guidelines available here: <https://owl.english.purdue.edu/owl/resource/747/01/>.

*Oxford English Dictionary*: [https://sjsu-primo.hosted.exlibrisgroup.com/permalink/f/1cue0e3/01CAL\\$ALMA71453827180002901](https://sjsu-primo.hosted.exlibrisgroup.com/permalink/f/1cue0e3/01CAL$ALMA71453827180002901).

## Course Requirements and Assignments

**Participation:** Students are expected to discuss significant features of the works, providing specific textual evidence sourced from the works. The participation grade includes class preparation (bring your book, read your book, and engage with colleagues).

**Essays:** Essays 1 and 2 (each 1,200 words) are formal argumentative essays of literary analysis.

In order to maximize learning and uphold the highest standards of academic inquiry, students should avoid consulting online digests, “study guides,” “analyses,” or other materials of the sort. Upon request, the instructor will provide you with resources to help you understand and complete the reading.

**Reading responses:** Students will compose responses to the readings of at least 300 words. To receive an A or B grade on the responses, student work must put forth a relevant, non-frivolous discussion point about the reading. The response must include textual evidence and a relevant discussion of it. Students may reply to or mention the responses of their colleagues. The reading responses should be posted to the Discussion forum on Canvas by 9pm the night before they are due to be discussed in class as indicated in the course schedule.

**Midterm:** This is a take-home exam. It will require you to connect and analyze specific literary features of a passage with aspects of literary history and/or thematic question. The exam will include a close-reading section.

**Late papers:** Late work is subject to a one full letter grade reduction for each day it is late. Please contact me directly to discuss any documented emergency circumstances.

The [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf), *Course Syllabi* (<http://www.sjsu.edu/senate/docs/S16-9.pdf>) requires the following language to be included in the syllabus:

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practice. Other course structures will have equivalent workload expectations as described in the syllabus.”

### **Final Examination or Evaluation**

A cumulative final examination will take place on Tuesday, 17 December 2019, from 9:45am to 12:00pm. The final exam is a take home exam that will be completed and submitted by the scheduled final examination time. The exam will encompass the careful, critical analysis of the passages’ rhetorical figures and figurative concepts discussed within the context of the work’s genre and form. Additionally, there will be a short essay required responding to a question about literary history and the late medieval and early modern cultural context.

### **Grading Information**

Please see the Rubric for Argumentative Literary Analysis Essays available on Canvas to review expectations for graded essays.

All written work will be evaluated on the basis of a sustained argument based on (1) its demonstrated reading comprehension of the literary works, (2) the use of textual evidence, (3) the appropriate inference and contextualization of the textual evidence, (4) and its clarity of exposition.

### **Determination of Grades**

Grading Breakdown:

Class Participation (discussion and in-class exercises):	10%
Essay 1:	15%

Essay 2:	20%
Midterm:	15%
Reading Responses (on Canvas):	20%
Final Exam	20%

All of the assignments above must be completed to a satisfactory level to earn a passing grade in the course.

Each graded component shall receive a score as a percentage which corresponds to the letter grade below.

<i>Grade</i>	<i>Percentage</i>
<i>A plus</i>	<i>96 to 100%</i>
<i>A</i>	<i>93 to 95%</i>
<i>A minus</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>86 to 89 %</i>
<i>B</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>76 to 79%</i>
<i>C</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>66 to 69%</i>
<i>D</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>60 to 62%</i>

### **Classroom Protocol**

The classroom environment is best served by collegial, supportive, and considerate interactions.

Please complete the assigned reading carefully and thoroughly by the time you arrive in class.

Bring your textbook and any supplemental materials to class on the assigned day.

Regular attendance and active participation are encouraged.

Electronic devices including, but not limited to, cellphones, tablets, laptop computers, and e-readers must be stowed away before class begins, with any disruptive visual, audible, or haptic functions disabled, unless otherwise directed by the instructor.

### **University Policies**

Per University Policy S16-9 (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](#) at <http://www.sjsu.edu/gup/syllabusinfo/>.

## English 50 / Beginnings, Fall 2019, Course Schedule

The following schedule is subject to change with fair and advance notice through a Canvas Announcement.

### Course Schedule

Date	Topics, Readings, Assignments, Deadlines
R 8/22	Introduction
<b>Anglo-Saxon</b>	
T 8/27	<i>Beowulf</i> , lines 1-1778
R 8/29	<i>Beowulf</i> , lines 1778-2820
T 9/3	<b>Reading response 1 due</b> ; <i>Beowulf</i> , lines 2821-3182
<b>Anglo-Norman, the Latter Middle Ages</b>	
R 9/5	Marie de France, "Lanval" (pages 116-131)
T 9/10	Geoffrey Chaucer, <i>The Canterbury Tales</i> , "The General Prologue" (pages 200-221)
R 9/12	<b>Reading response 2 due</b> ; "The General Prologue" continued
T 9/17	<i>The Canterbury Tales</i> , "The Nun's Priest Tale" (pages 282-296)
R 9/19	<i>The Canterbury Tales</i> , "The Prioress' Tale"*
<b>The Early Sixteenth Century / The Tudors / Lyric Poetry and Courtly Politics</b>	
T 9/24	Sir Thomas Wyatt, "The long love that in my thought doth harbor"; Petrarch, "Rima 140" English translation; Henry Howard, Early of Surrey, "Love, that doth reign and live within my thought"; Tottel's version of Wyatt's "The long love"*
R 9/26	Petrarch, Wyatt, and Surrey continued
T 10/1	Elizabeth I, "On Monsieur's Departure," "Speech to the Troops at Tilbury"
R 10/3	<b>Midterm</b>
<b>Religious Reformation / Spectacle / Romance / Drama</b>	
T 10/8	Edmund Spenser, <i>The Faerie Queene</i> , Canto 1
R 10/10	<i>Faerie Queene</i> , Canto 2
T 10/15	<b>Essay 1 Due</b> ; <i>Faerie Queene</i> continued
R 10/17	Christopher Marlowe, <i>Doctor Faustus</i> (A Text), Prologue and Scenes 1-4
T 10/22	<i>Faustus</i> , Scenes 5-9
R 10/24	<b>Reading response 3 due</b> ; <i>Faustus</i> , Scenes 10-13 and Epilogue

Date	Topics, Readings, Assignments, Deadlines
<b>Late-Elizabethan Lyric / Religious Lyric / Feminine Perspectives and Authorship</b>	
T 10/29	Sir Philip Sidney, <i>Astrophil and Stella</i> , Sonnets 1, 2, 45*, and 108
R 10/31	John Donne, "The Flea," "Elegy 19: To His Mistress Going to Bed"
T 11/5	<b>Reading response 4 due</b> ; Donne, Holy Sonnet 14; George Herbert, "The Altar," "Jordan (1)"
R 11/7	Lady Mary Wroth, <i>Pamphilia to Amphilanthus</i> , Sonnets 1 and 16
<b>The English Civil War / <i>Paradise Lost</i></b>	
T 11/12	John Milton, <i>Paradise Lost</i> , "Note on Verse," Book 1 [Read all summaries]
R 11/14	Books 2 and 3
T 11/19	Book 4
R 11/21	Books 5-8
T 11/26	<b>Reading response 5 due</b> ; Book 9
T 12/3	<b>Essay 2 due</b> ; Books 10-11
R 12/5	Book 12
<b>Final Exam: Tuesday, 17 December 2019, from 9:45am to 12:00pm</b>	