

**San José State University**  
**Department of English**  
**ENGL 50: Beginnings to the American Experiment, Spring 2019**

**Course and Contact Information**

<b>Instructor:</b>	Dr. Adrienne Eastwood
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<b>Office Hours:</b>	Mondays and Wednesdays, 12:00 noon – 4:15 p.m. and by appointment.
<b>Class Days/Time:</b>	Mondays and Wednesdays, 10:30 – 11:45 a.m.
<b>Classroom:</b>	Sweeney Hall 348
<b>Prerequisites:</b>	N/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 [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://my.sjsu.edu) at <http://my.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates.*

**Course Description (Required)**

This course introduces you to English literature from its early beginnings through the 18<sup>th</sup> century, with some emphasis on the beginnings of literature in America. 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, gender construction, and colonialization.

**Course Goals (Optional)**

The primary goals of this course are to introduce you to major works in English literature, from its early beginnings through the 18<sup>th</sup> century. In the latter part of the course, we will be paying special attention to the ways in which the “discovery” and colonization of America is represented in literary texts on both continents. 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.

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 (Familiarity with dramatic forms through reading, lecture, and discussion-assessed by participation grade, close reading skill assessed by poetic explication – Essay 1)
2. Show familiarity with major literary works, genres, periods, and critical approaches to British literature (Final Exam)
3. Write clearly, effectively, and creatively (Essays, Film Reviews, Final Project)
4. Develop and carry out research projects (Performance Research Project)
5. Articulate the relations among culture, history, and texts (Lecture, Final, Essays)

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 in various forms, drama, speeches, travel literature, and narrative fiction

Students are asked to write two essays for this course (a total of at least 3,000 words) 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.

All of my classes are discussion based. 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 grade in the course.

### **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  
*Beowulf: A Verse Translation*, Michael Alexander. ISBN 978-0140449310  
Shakespeare, *The Tempest*, ISBN 978-0743482837

#### **Other Readings**

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

Links to digital versions of a few other required texts are provided on the Reading Schedule.

#### **Other technology requirements / equipment / material**

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

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

#### **Assignments and Grading Policy**

**Written Work:** You will be asked to write two formal essays (1,500 words each) for this class. Essay 1 will be a poetic explication. Essays 2 and 3 will ask you to evaluate a specific topic over several texts and forms. Suggested topics will be posted in advance. If you wish to write on a topic of your own devising, you should discuss the project with me well in advance. These are critical/analytical papers that should clearly demonstrate

your own engagement with the texts rather than reformulating someone else's ideas. Your success on these assignments 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.

**Exams:** There will be two exams for this course: a midterm at week 7 and a final exam. The midterm will cover *Beowulf* and the literature of the medieval period. The final exam (December 15<sup>th</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.

## 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.

## Grading Information (Required)

**Grading Breakdown:**

Class Participation:	10%
Weekly “Think Sheet” Assignments:	5%
Essay 1:	15%
Essay 2:	15%
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.”

## University Policies

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/>”

## Final Examination or Evaluation

Include University’s Credit Hour Requirement below.

“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 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.”

## Final Examination or Evaluation

A final exam will be given in class at the end of the semester involving close reading, identifications, and an essay component.

## ENGL 50 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

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/28	Introductions
1	1/30	<i>Beowulf</i> (lines 1-873)
2	2/4	<i>Beowulf</i> (lines 874-2176)
2	2/6	<i>Beowulf</i> (finish the poem)
3	2/11	Chaucer, The Canterbury Tales, “General Prologue”

Week	Date	Topics, Readings, Assignments, Deadlines
3	2/13	NO CLASS
4	2/18	NO CLASS
4	2/20	“Wife of Bath’s Prologue and Tale” and “The Pardoner’s Prologue and Tale”
5	2/25	<i>Sir Gawain and the Green Knight</i> (Fitts 1&2 plus headnote)
5	2/27	<i>Sir Gawain and the Green Knight</i> (Fitts 3&4)
6	3/4	Malory, Excerpts from <i>Morte Deartuhr</i>
6	3/6	Excerpts from <i>the Book of Margery Kempe</i> and Julian of Norwich’s writings
7	3/11	MIDTERM
7	3/13	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.”  Queen Elizabeth’s letters and speeches (pages 750-766) [ESSAY 1 PROMPTS DISTRIBUTED]
8	3/18	Sonnets: Sidney and Shakespeare
8	3/20	Sonnets Continued: Spenser’s <i>Amoretti</i>
9	3/25	Marlowe, <i>The Tragical History of Doctor Faustus</i>
9	3/27	Marlowe, <i>The Tragical History of Doctor Faustus</i> ESSAY 1 DUE
10	4/1 – 4/5	SPRING BREAK
11	4/8	Sir Walter Raleigh, excerpts from “The discovery of the large, rich, and beautiful Empire of Guiana,” and Harriot’s <i>Briefe and True Report of the Newfound Land of Virginia</i> . <a href="http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1020&amp;context=etas">http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1020&amp;context=etas</a>
11	4/10	Shakespeare’s <i>The Tempest</i>
12	4/15	17 <sup>th</sup> Century Introduction; The Metaphysical Poets 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,”
12	4/17	Donne’s Holy Sonnets, 1, 5, 9, 19, 14
13	4/22	Andrew Marvell: “A Dialogue Between Soul and Body,” “To His Coy Mistress.” Ben Jonson: “To John Donne,” “On My First Son,” “On My First Daughter” ESSAY 1 DUE
13	4/24	Milton, <i>Paradise Lost</i> , Headnote, Books 1 &2 (PROMPTS FOR ESSAY 2)
14	4/29	Milton, <i>Paradise Lost</i> , Book 3 (lines 1-86), Book 4 & 9

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
14	5/1	Milton, <i>Paradise Lost</i> , Book 10 and 12 (lines 465- end)
15	5/6	Anne Bradstreet, "In Honor of Queen Elizabeth" <a href="https://www.poetryfoundation.org/poems/43703/in-honour-of-that-high-and-mighty-princess-queen-elizabeth">https://www.poetryfoundation.org/poems/43703/in-honour-of-that-high-and-mighty-princess-queen-elizabeth</a> , "The Flesh and the Spirit" <a href="https://genius.com/Anne-bradstreet-flesh-and-the-spirit-the-annotated">https://genius.com/Anne-bradstreet-flesh-and-the-spirit-the-annotated</a>
15	5/8	Pope, <i>The Rape of the Lock</i> and "An Essay on Man" ESSAY 2 DUE
16	5/13	LAST DAY OF INSTRUCTION
	5/15	<b>FINAL EXAM</b> 9:45-12:00. Bring Green Books