

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

**Course and Contact Information**

Instructor:	Dr. Adrienne Eastwood
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Office Hours:	Mondays and Wednesdays, 9:00 – 10:30 a.m. ad by appointment
Class Days/Time:	Mondays and Wednesdays, 10:30 – 11:45 a.m.
Classroom:	Sweeney Hall, 348

**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**

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**

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.

## Course Learning Outcomes (CLO)

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 literary forms through reading, lecture, and discussion-assessed by participation grade, close reading skill, Sonnet Exercise)
2. Show familiarity with major literary works, genres, periods, and critical approaches to British literature (Final Exam)
3. Write clearly, effectively, and creatively (Essays)
4. Develop and carry out research projects (Essays)
5. Articulate the relations among culture, history, and texts (Lecture, Final, Essays)

This course serves the department's 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 non-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

### Textbook

*The Broadview Anthology of British Literature*, 3<sup>rd</sup> Edition, Numbers 1 and 2. ISBN: 978-1-4881-0282-0\*  
\*Publisher Discount

Shakespeare, *The Tempest*, Folger Shakespeare Library. ISBN 978-0743482837

### Other Readings

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

Harriot, Thomas. *A Briefe and True Report of the New Found Land of Virginia*. ISBN 978-0486210926

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

### Assignments and Grading Policy

**Written Work:** You will be asked to write two formal essays (1,500 words each) for this class. Both essays 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.

**Sonnet Exercise:** After the midterm, you will be given an opportunity to respond creatively to the material presented in this course by writing your own sonnet and explaining your choices in a brief rationale.

**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.

## Final Examination or Evaluation

**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 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

Students must complete all of the assignments in order to pass the course.

<b>Grading Breakdown:</b>	Class Participation: 10%
	Weekly “Think Sheet” Assignments: 5%
	Sonnet Exercise: 5%
	Essay 1: 15%
	Essay 2: 15%
	Midterm Exam: 25%
	Final Exam: 25%

## 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.”

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A</i>	<i>930 to 1000</i>	<i>93 to 100%</i>
<i>A minus</i>	<i>900 to 929</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>860 to 899</i>	<i>86 to 89 %</i>
<i>B</i>	<i>830 to 829</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>800 to 829</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>760 to 799</i>	<i>76 to 79%</i>
<i>C</i>	<i>730 to 759</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>700 to 729</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>660 to 699</i>	<i>66 to 69%</i>
<i>D</i>	<i>630 to 659</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>600 to 629</i>	<i>60 to 62%</i>

“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.”

### **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**

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](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>” Make sure to review these university policies and resources with students.

## ENGL 50 Fall 2019, 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 (Optional)	Date	Topics, Readings, Assignments, Deadlines (If appropriate, add any extra column(s) to meet your needs.)
1	8/21	Introductions
2	8/26	<i>Beowulf</i> , lines 1-1320
2	8/28	<i>Beowulf</i> (finish the poem)
3	9/2	LABOR DAY
3	9/4	Marie de France laies, “Bisclavret” (The Werewolf) and “Lanval”
4	9/9	NO CLASS
4	9/11	<i>Sir Gawain and the Green Knight</i> (Fitts 1 and 2)
5	9/16	<i>Sir Gawain and the Green Knight</i> (Fitts 3 and 4)
5	9/18	Chaucer, <i>The Canterbury Tales</i> , “General Prologue”
6	9/23	Chaucer, “The Wife of Bath’s Prologue and Tale”
6	9/25	Chaucer, “The Pardoner’s Prologue and Tale”
7	9/30	Excerpts from <i>The Book of Margery Kempe</i> and Julian of Norwich’s writings
7	10/2	MIDTERM
8	10/7	The Sixteenth Century: Petrarch Rima 140, 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 [ESSAY 1 PROMPTS DISTRIBUTED]
8	10/9	Sonnets, Sidney, 1-31 Shakespeare, 1-20, 55-60, and 127-144
9	10/14	Spenser, <i>The Amoretti</i>
9	10/16	Marlowe, <i>The Tragical History of Doctor Faustus</i> (A Text)
10	10/21	Marlowe, <i>The Tragical History of Doctor Faustus</i> (Continued) SONNET ASSIGNMENT DUE
10	10/23	Sir Walter Raleigh, excerpts from “The discovery of the large, rich, and beautiful Empire of Guiana” (pages 462-468) 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> Montaigne’s “Of Cannibals,” (pages 475-477), Arthur Barlow, “First Voyage” 482-484).
11	10/28	Shakespeare, <i>The Tempest</i>

<b>Week (Optional)</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines (If appropriate, add any extra column(s) to meet your needs.)</b>
11	10/30	ESSAY 1 DUE. The Seventeenth Century: 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” [ESSAY 2 Prompts]
12	11/4	NO CLASS
12	11/6	John Donne’s Holy Sonnets 1, 5, 9, 19, and 14. Andrew Marvell, “A Dialogue between Soul and Body,” “To His Coy Mistress”
13	11/11	VETERAN’S DAY
13	11/13	Milton, <i>Paradise Lost</i> , Books 1 & 2
14	11/18	Milton, <i>Paradise Lost</i> , Book 3 (lines 1-128) & Book 4
14	11/20	Milton, <i>Paradise Lost</i> , Books 9, 10, & 12 (lines 465 – end)
15	11/25	ESSAY 2 DUE
15	11/27	HAPPY THANKSGIVING
16	12/2	Aphra Behn, <i>The Widdow Ranter</i> Text will be available for purchase at Maple Press.
16	12/4	Anne Bradstreet. Read selections online: sites.broadviewpress.com/bablonline and “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>
16	12/9	Last day of instruction.
Final Exam	12/12	9:45 – 12 noon. Bring Green Books