

	<p><i>School of Arts &amp; Science</i>  <b>ENGLISH DEPARTMENT</b></p> <p><b>ENGL 280 Section 01</b>  <b>British Literature to 1700</b>  <b>Fall 2012</b></p>
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## COURSE OUTLINE

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### 1. Instructor Information

(a)	Instructor:	Thom Bland	
(b)	Office Hours:	10:00-12:00 Tues and Thurs.	
(c)	Location:	Paul 335 Lansdowne	
(d)	Phone:	Lansdowne 250-370-3359	
(e)	Email:	bland@camosun.bc.ca This is the best way to contact me.	

### 2. Intended Learning Outcomes

When reading some of the major works of early British literature, students will be encouraged to make connections, evaluate works based on established critical criteria, and recognize both the general characteristics of a literary movement and the characteristics of an author's style within the context of the period.

Students will:

- Analyze literature from 1000 to 1700. Readings may be presented historically or by theme.
- Evaluate a variety of genres, which will include poetry, verse narrative, and drama. Readings may include other prose forms such as essays and diaries.
- Compare works such as those from the Beowulf poet, Chaucer, the Gawain poet, Marlowe, Shakespeare, Donne, Spenser, Jonson, and Milton. Note that individual instructors may put a slight change of focus in this course by choosing one author over another, but the general tenor of the course will remain the same.
- Be aware of some of the language changes going on during the period studied.

When discussing the literature of this period, students will be encouraged to develop their own interpretations to the works using a variety of critical methods and resources. Students will:

- Acknowledge the socio-historical context of the work.
- Identify and account for recurring themes in the literature from 1000 to 1700.
- Relate this period's literature and its relevance to the continuum of literary works.
- Compare and contrast various works, authors and styles.
- Distinguish between the subjective and objective aspects of works.

- Identify the influence of dominant critical theories or movements in the contexts of the literature studied

When writing about the literature of this period, students will be expected to demonstrate their understanding of the above issues and to explain, support and illustrate their interpretations of literature in essays and a final exam. Students will:

- Use relevant textual evidence.
- Document sources using current MLA conventions.

For the last point, see <http://webster.comnet.edu/mla/index.shtml> This is a wonderful guide to MLA style.

### 3. Required Materials

(a)	Text	<i>Norton Anthology of Literature: Major Authors Edition</i>
(b)		<i>Henry the Fourth: Part One</i> by Shakespeare

### 4. Course Content, Submission Details, Teaching Philosophy and Timetable of Readings

**Essay Format:** Submit essays double-spaced, typed, and please do not put them in folders; corner stapling is all that is required. Use the **MLA style** described in style guides or see <http://webster.comnet.edu/mla.htm>

All essays should have a works cited page. **All essays should be in formal, academic tone. If you don't know what this means, see me.**

**Attendance:** It is impossible to pass this course without at least 80% attendance. Your attendance level has a direct influence on your participation grade.

**Plagiarism:** This is putting someone else's writing (or ideas) into your work and not saying where you got these materials. You thereby imply that the other person's work is your own. This is a serious offence and will be dealt with accordingly.

**My Philosophy:** your academic well being is one of my responsibilities. If you have **ANY** academic problems during your studies at Camosun College, come and see me. If I cannot help you myself, I will direct you to people who can.

**Participation:** You are not expected to make constantly brilliant, insightful remarks in class (although this is allowed); you are merely asked to think about and react to what is going on around you in the classroom. Some people may be a little reluctant to speak out in class. In this case, I count your questions and comments **OUTSIDE** of class as an indication of your participation.

Your **ATTENDANCE** has a **DIRECT** influence on this grade as well.

You will be in charge of **ONE** discussion in this semester. You will find out which discussion in the first class

**The use of any electronic device during class time will result in a participation grade of 0.**

**Translations and Other References:** With some research, you will find modern language versions of Chaucer's works. Use these sparingly; your knowledge of Middle English will come quickly but it will require concentration.

**Exams:** The course is divided by time. Your **midterm** will be based upon the first half of the course. Your final will be weighted toward the last half of the course but may include material from the full fourteen week semester.. All of the dates for these exams are specified below. Each exam may include short essays, recognition and short answer questions.

## 5. Basis of Student Assessment (Weighting)

**Evaluation: ALL ASSIGNMENTS MUST BE COMPLETED TO PASS THIS COURSE.**

Mid-Term Exam	Oct 23	25
Essay 1	Oct 25	25
Essay 2	Dec 06	25
Participation and facilitation	Continuous	30
Final Exam (Exam Week)		40
<b>TOTAL</b>		<b>145</b>

## Tentative Reading List

Week	Author	Work(s)
1	various	History of English
2	Unknown	"Beowulf"

3	Unknown	"Beowulf"
3	Chaucer	"General Prologue" "Miller's Tale"
4	Chaucer	"Pardoner's Tale" "Nun's Priests"
5	Chaucer	"Wife of Bath" Prologue and Tale
6	Unknown	"Gawain and Green Knight"
7	Unknown	"Gawain and Green Knight"
	<b>Mid-term Exam</b>	<b>October 23</b>
	<b>First Essay</b>	<b>October 25</b>
8	Marlowe	Dr. Faustus
9	Shakespeare	Twelfth Night
10	Shakespeare	Henry IV Part I
11	Shakespeare	Various Sonnets
12	Donne	Various Poems
13	Spenser	"The Faerie Queen"
13	Jonson	Various Poems
14	Milton	"Paradise Lost"
	<b>Second Essay</b>	<b>December 6</b>
	<b>Final</b>	<b>Exam Week</b>

## 6. Grading System

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5

70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

### Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at [camosun.ca](http://camosun.ca) or information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
<b>I</b>	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
<b>IP</b>	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrolment that extends beyond one term. No more than two IP grades will be assigned for the same course.
<b>CW</b>	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at [camosun.ca](http://camosun.ca) for information on conversion to final grades, and for additional information on student record and transcript notations.

### Further Evaluation Guide

As you can see, this does not match the College's grading system. However, I hope it will give you a general idea about my expectations and show you how these translate into rough grade equivalencies.

**F** Lack of clear expression makes failure automatic. Subject being discussed is obviously not understood or is obviously inaccurately presented.

**D** Several errors in spelling, punctuation, or difficult language expressions. Subject not thoroughly discussed and/or thoroughly understood.

**C** Occasional weakness in expression. The basic material is obviously understood, but the sentences are unvaried and simple.

**C+** Very few mechanical errors. The basic material is understood. Some attempt at sentence variety and original expression. Not much creative imagination is involved in trying to put the subject into a new light.

**B** Virtually no errors in expression are present; that is, all is very clear. Subject is thoroughly studied and understood. Some degree of originality is involved in the way the subject is seen and understood. Ideas are well supported.

**A** The kind of work that might be expected at the next level. Complete and clear understanding with a high degree of originality. Logical, clear development; no mechanical errors.

## 7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

### LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services or the College web site at [camosun.ca](http://camosun.ca).

### STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.