

	<p><i>School of Arts & Science</i> ENGLISH DEPARTMENT</p> <p>ENGL 280 Section 001 English Literature to 1700 Fall 2017</p>
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COURSE OUTLINE

1. Instructor Information

(a)	Instructor:	Raj Mehta	
(b)	Office Hours:	Monday/Wednesday 13:00-14::30 or by appointment.	
(c)	Location:	Paul 318	
(d)	Phone:	3328	
(e)	Email:	mehta@camosun.bc.ca	

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.

3. Required Materials

	Text	<i>Norton Anthology of Literature: Major Authors Edition</i>
		<i>Reading Chaucer</i> (bundled with above text)

4. Course Content, Submission Details, Teaching Philosophy

Course Policies

Keep up with the readings. This won't always be easy; this is a survey course and we'll be moving fairly quickly through a heavy and largely unfamiliar reading load, one that cannot be adequately digested in an hour before class. Try to budget your time, and then try to add a little more to the budget. Remember that we are not just *reading* the

texts assigned, but *studying* them, so think about the reading and be prepared to discuss it.

Disrespectfulness (texting in class, talking out of turn, constant tardiness, leaving class early without permission, showing up without the required text, etc.) will hurt your participation grade. Conversely, courtesy, a high rate of attendance, and strong class participation (class discussion and activities) will help your participation grade.

While I make every effort to check email regularly, I would appreciate at least 24-48 hours to respond to questions/problems. Please don't presume that I can respond to your questions or concerns if you only contact me the day before. I do not respond on weekends/evenings. Again, begin work on assignments early so you can clarify any issues well in advance of the due date.

Academic Dishonesty: In cases of academic misconduct, students will receive an F on the assignment and may also be subject to additional college sanctions. Students will respect the standards of academic integrity, including but not limited to, refraining from plagiarism, cheating, or copying someone else's work.

Plagiarism means using the exact words, opinions, or factual information from another source without giving that source credit. Writers give credit through the use of accepted documentation styles, such as parenthetical citation, footnotes, etc. A simple listing of books, articles, and websites is *not* sufficient.

Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writer or which the writer did not discover. Exceptions to this include factual information which can be obtained from a variety of sources, the writer's own insights or common knowledge. What constitutes common knowledge can sometimes be unclear; what is common knowledge for one audience may not be so for another. In such situations, it is helpful to keep the reader in mind and to think of citations as being "reader friendly." If in doubt, provide the citation(s).

To avoid plagiarism,

- put quotation marks around, *and* give an in-text citation for, any sentences or distinctive phrases (even very short, 2- or 3-word phrases) that writers copy

directly from any outside source: a book, a textbook, an article, a website, a newspaper, a song, an interview, an encyclopedia, a CD, a movie, etc.

- *completely rewrite*—not just switch out a few words—any information found in a separate source that you wish to summarize or paraphrase for readers, *and also* give an in-text citation for that paraphrased information
- give an in-text citation for any facts, statistics, or opinions which the writers learned from outside sources (or which they just happen to *know*) and which are not considered “common knowledge” in the target audience (this may require new research to locate a credible outside source to cite)
- give a *new* in-text citation for *each element* of information—that is, do not rely on a single citation at the end of a paragraph, because that is not usually sufficient to inform a reader clearly of how much of the paragraph comes from an outside source.

All assignments are to be submitted in 12-point, Times New Roman. Submissions must follow the format of MLA style.

If you have questions about a citation practice, confer with the appropriate handbook or librarian.

Assignments: Assignments MUST be uploaded in PDF format on the D2L shell for this course.

Assignments are due on the dates/times specified. No late assignments are accepted save for verifiable/documentated (medical) excuses. Note that problems with online access, software and computer issues will *not* be accepted as reasons for extensions.

Note too that the deadline is 11:59PM of the day an assignment is due – *except for the Midterm and Final Exam*. These are witting in class.

You must complete all assignments to earn a “C” or higher in this course.

The midterm and final exam will be comprehensive and will include a variety of questions and exercises (such as passage IDs, defining genres, and explicating a literary passage for style, structure, and theme). The best preparation for the exams is careful reading and re-reading of all assigned texts, attentive note taking in class, and interactive discussion about the literature.

Assignment Grading: Grades are administered as letter grades. Merely fulfilling the basic requirements for an assignment, and doing so in a competent, reasonable manner is generally only enough for a grade in the 'B' range. 'A' grades will only be awarded when work demonstrates notable excellence. There is no difference in other words, between an 'A' and a 'B' paper save on matters of content. Both are free of sentence-level issues. This is not a grammar course - we assume mechanical correctness in your writing.

A "C" level grade denotes average college-level writing and achievement. The writing is a competent response to the assignment: it meets, to some degree, all the assignment requirements, and demonstrates that the author has put significant time and effort into communicating his/her ideas. It moves from point to point in an orderly fashion; sentence-level errors do not significantly prevent comprehension. Essays that do not meet these criteria will not earn a "C."

A "B" level grade highlights a strong example of college writing and thinking. In addition to meeting the "C" level requirements, such an essay goes further in some way(s): it demonstrates some insight into the "gray areas" of the assignment, reads smoothly at both the sentence and paragraph levels, and/or exhibits a personal "voice" or style. It has no sentence-level errors.

An "A" level grade marks an assignment that anticipates and responds to possible reader questions, uses a wide range of supporting evidence, engages the reader in a provocative conversation, provides unexpected insights, and/or uses language with outstanding facility.

"D" and "F" level assignments do not meet the basic expectations of the assignment.

Grading Comments: Note that my comments are usually itemized at the bottom of submitted assignments on D2L. To see your feedback, go to the Dropbox where you uploaded your assignments and scroll to the very bottom.

5. Basis of Student Assessment (Weighting)

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

Essay 1	Oct 31	20
Mid-Term Exam	Oct 24	20
Essay 2	Dec 7	20
Participation		10
Final Exam (Exam Week)		30

Tentative Reading List

Week	Author	Work(s)
1 (Sept. 4 th)	various	Introduction
2 11 th	Unknown	"Beowulf" (ll. 1-2199), 36-68
3 18 th	Unknown	"Beowulf" (ll. 2200-3182), 68-79
4 25 th	Chaucer	"General Prologue" "Miller's Tale"
5 Oct. 2 nd	Guest Lecture: Thomas Bland	Prologue + "Pardoner's Tale" "Nun's Priests"
6 9 th	Chaucer	"Wife of Bath" Prologue and Tale
7 16 th	Unknown	"Gawain and the Green Knight"
8 23 rd	Midterm Exam	October 24
	First Essay	October 31

9	30 th	Marlowe	Dr. Faustus 500-10; 510-35
10	6 th	Shakespeare	<i>Othello</i> 555-635
11	13 th	Shakespeare	Sonnets (TBA)
12	20 th	Donne	Poems "The Indifferent" (673), "The Canonization" (673), "The Flea" (669), "The Apparition" (679), "A Valediction: Forbidding Mourning" (679), "The Relic" (683), "Elegy 19. To His Mistress Going to Bed" (685)
13	27 th	Spenser	"The Faerie Queen"
14	Dec. 4 th	Milton	"Paradise Lost" Book 9, 887-911
		Second Essay Final	December 7 Exam Week

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 or information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<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.
IP	<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.
CW	Compulsory Withdrawal: 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.

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.

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.