



CAMOSUN COLLEGE
School of Arts & Science
Department of English

ENGL-280-001
Literature in English to 1700
Fall 2018

COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/engl.html>

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

1. Instructor Information

(a) Instructor	Raj Mehta		
(b) Office hours	Monday/Thursday 13:00-14:30 or by appointment		
(c) Location	Paul 318		
(d) Phone	250-370-3328	Alternative:	
(e) E-mail	mehta@camosun.bc.ca		
(f) Website			

2. Intended Learning Outcomes

Upon completion of this course the student will be able to:

Reading:

1. Read, analyse, and evaluate literary works from a variety of genres (e.g. drama, poetry, extended narratives, essays) representative of the period c. 1000-1700.
2. Articulate the purpose and/or themes of literary works.

Discussion and Reflection:

1. Discuss and analyse literature.
2. Identify the socio-cultural and historical contexts of literary works.
3. Compare and contrast various works, styles, and (e.g. *Beowulf*, Chaucer, Gawain, Marlowe, Shakespeare, Donne, Spenser, Jonson, Milton) authors representative of the period.
4. Engage respectfully with diverse viewpoints and different interpretations of literary works.
5. Identify influential critical movements or theories concerning the period.

Writing:

1. Develop clear, coherent interpretations of texts in essays and a final exam.
2. Write concise, effective prose using correct mechanics and grammar.
3. Incorporate and integrate material from primary texts and research using summary, paraphrase, and quotation.
4. Document sources using current MLA conventions.

3. Required Materials

(a) Texts

Norton Anthology of Literature: Major Authors Edition

4. Course Content and Schedule

Tentative Reading List

Week	Author	Work(s)
1 (Week of Sept. 3 th)		Introduction
2 10 th	Unknown	"Beowulf" (ll. 1-2199), 36-68
3 17 th	Unknown	"Beowulf" (ll. 2200-3182), 68-79
4 24 th	Chaucer	"General Prologue" "Miller's Tale"
5 Oct. 1 st	Guest Lecture: Thomas Bland	Prologue + "Pardoner's Tale"
6 8 th	Chaucer	"Wife of Bath" Prologue and Tale
7 15 th	Unknown	"Gawain and the Green Knight"
8 22 nd	Midterm Exam October 11th	
	First Essay	October 25th
9 29 th	Marlowe	Dr. Faustus 500-10; 510-35
10 Nov 5 th	Shakespeare	<i>Othello</i> 555-635
11 12 th	Shakespeare	Sonnets (TBA), [Class led discussions]
12 19 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) [Class led discussions]
13 26 th	Writing Workshop	
14 Dec. 3 th	Milton	"Paradise Lost" Book 9, 887-911
	Second Essay Final	December 6th Exam Week, TBA

5. Basis of Student Assessment (Weighting)

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

Essay 1	Oct 25	20
Mid-Term Exam	Oct 11	20
Essay 2	Dec 6	20
Participation	Ongoing [+Class led discussions]	10
Final Exam	Exam Week	30

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/documented (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.

6. Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

7. Recommended Materials to Assist Students to Succeed Throughout the Course

8. College Supports, Services and Policies



Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

1. Standard Grading System (GPA)

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		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

B. 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 <http://camosun.ca/about/policies/index.html> for 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 enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<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.