

ENL2012 Section 1827: Survey of English Literature Medieval – 1750

Meeting Time/Place: MWF Period 6/ROG 0129

Instructor: Mandi Reed (mandijreed@ufl.edu)

Office Hours: W 3 – 4 (TUR 4409)

Course Description and Goals

Welcome! ENL 2012 invites you to engage with texts and authors from the first half of the varied, rich, and expansive history of British literature. Beginning with the Middle Ages and continuing through the Restoration and the Eighteenth Century, we will explore a broad range of texts in relation to their historical contexts and explore the major formal, philosophical, cultural, and aesthetic characteristics of this vast body of work. Students of ENL 2012 will read poetry, fiction, essays, and plays that span roughly 800 years of English literature.

The goals of this course are, first and foremost, to deepen our understanding of the authors and texts that constitute this literature, considering how they interact with and are shaped by the cultural contexts in which they were written. Secondly, we will hone our skills of analysis as we read critically, respond thoughtfully, and seek insight through various critical lenses. We will also write about a variety of texts. Students will communicate their analyses and interpretations of the literature through close-readings, class discussions, and critical essays.

This is a General Education course providing student learning outcomes listed in the Undergraduate Catalog. For more information, see <https://catalog.ufl.edu/ugrad/current/advising/info/general-education-requirement.aspx>

Course Objectives

By the end of the course, you should be able to

- Close-read and analyze texts thoroughly and efficiently
- Read critically and ask informed, critical questions
- Plan, draft, revise, and edit a paper
- Summarize, analyze, and synthesize academic sources
- Accurately cite and incorporate sources
- Produce a clear, well-supported and thoroughly thought out argument

- Organize your ideas efficiently
- Seamlessly incorporate research into your analysis
- Critique and revise your own writing
- Give written and oral feedback to peers
- Write clear and concise sentences
- Understand proper punctuation

Required Texts:

This is the preferred edition for this course, divided into three paperback volumes (A, B, and C). I highly recommend that you use paperback copies, so that you can annotate your book. That said, an electronic copy of the Anthology is available for purchase through Norton's website, wwnorton.com.

- *The Norton Anthology of English Literature, 9th edition* ed. Stephen Greenblatt, **ISBN-10: 0393913007**

List of Assignments

6 Response Papers (200 words each (1200 words total), 120 points total)

Throughout the semester, you will be expected to write and submit 6 brief papers that respond to a reading of your choice. These papers should analyze the readings and address larger concerns brought to mind by the source material. To receive credit, response papers must be submitted *prior* to the class period in which we will discuss the primary text. If you are late to class, you should not expect that your paper will be accepted. *Please note:* The last day to submit response papers is Friday, October 28.

Essay 1: Close-Reading/Analysis (800 words, 150 points)

This essay will be a close reading of any text on our syllabus that appears on or before the end of Week 5. Your close reading and analysis should take the form of an academic argument; as such, your thesis should be thoughtful, original, and clear. For this essay, all evidence needed to support your thesis should come from the primary text. No outside sources are permitted in this paper.

Essay 2: Source Evaluation/Analysis (1200 words, 180 points)

This essay will be an evaluation of a one critical source that you may or may not include in your final paper. For this essay you will succinctly summarize your source, analyze the argument it presents, evaluate its usefulness with regard to your proposed topic, and describe how you will incorporate it into your paper. This assignment will give you a “leg up” on your final paper and provides you the opportunity to hone your MLA skills. A Works Cited page is required for this paper (however, it is not included in the word count).

Essay 3: Researched Critical Essay (2,800 words, 350 points)

This essay will be a formally researched, original, and critical analysis in which you examine one or more of the literary text(s) we have read this semester through a particular theoretical, historical, or critical lens. As in Essay 1, this paper should take the form of an academic argument and include an insightful and original thesis. In addition, you must support your thesis with textual evidence and scholarly research.

Attendance/Daily Participation (200 points)

The majority of our time in class will be spent reading, analyzing, and discussing the assigned texts and learning in workshops on writing and researching. For these reasons, daily and engaged participation is a priority in this course. In other words, in this class we will learn from the collective, and active participation (or lack thereof) will directly affect your grade. All students should participate every day in some fashion, whether through offering points of view, raising questions, asking for clarification, and/or writing when it is required. Participation points may also be awarded in the form of reading quizzes.

Assignment	Points
Response Papers (6 x 20 points each)	120
Essay 1: Close Reading/Analysis	150
Essay 2: Source Evaluation/Analysis	180
Essay 2: Researched Critical Essay	350
Participation	200
Total	1000

Grading Scale and Rubric**Grading Scale**

A	4.0	93-100	930-1000		C	2.0	73-76	730-769
A-	3.67	90-92	900-929		C-	1.67	70-72	700-729
B+	3.33	87-89	870-899		D+	1.33	67-69	670-699
B	3.0	83-86	830-869		D	1.0	63-66	630-669
B-	2.67	80-82	800-829		D-	0.67	60-62	600-629
C+	2.33	77-79	770-799		E	0.00	0-59	0-599

Grading Rubric

Each assignment has its own requirements, but for each paper I will evaluate:

1. content, including argument, development, and support
2. organization, including paragraph structure, overall flow of ideas, transitions
3. mechanics, including grammar, spelling, and style.

A PAPER

An A-paper has a strong thesis and makes a coherent and original argument. It follows the assignment, is well organized, communicates ideas clearly, and there are (almost) no mechanics mistakes. It meets and/or exceeds the assignment requirements.

B PAPER

A B-paper does the same things as an A-paper, but is somewhat lacking in one area: perhaps organization is lacking (either on the paragraph level or in the essay as a whole), the writer provided insufficient evidence or analysis of the evidence, or there are myriad mechanics mistakes.

C PAPER

The C-paper follows the assignment, but is lacking in two of the areas mentioned above (content, organization, mechanics). Usually, a C-paper also needs to try and move beyond a superficial engagement with the text.

D PAPER

The D-paper either does not follow the assignment, is lacking in all three areas, or both.

E PAPER

The E-paper is reserved for essays that are not turned in, or for work that is plagiarized.

For more information on Grading Policies at UF, see <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Course Policies

Participation and Attendance

As stated above, regular attendance and active participation are crucial to your success in this course. Class participation includes contributing to class discussions; coming to class on time, prepared with books and homework; preparing for in-class activities; collaborating and participating in group activities; and overall working and paying close attention to the lectures and activities of the classroom. In general, students are expected to contribute constructively to each class session. *Please note: if you are observed texting, accessing social media sites, doing work for a different course, or otherwise engaging in any behavior not directly related to class discussion, participation points will be deducted from your grade without warning or notice.*

In this course we will follow a strict attendance policy. If you miss more than six periods during the term, **you will fail the entire course**. The university exempts from this policy only those absences involving university-sponsored events, such as athletics and band, and religious holidays. Absences related to university-sponsored events must be discussed with me prior to the date that will be missed. Absences, even for extraordinary

reasons will result in missing work that cannot be made up; therefore, absences will have a negative impact on grades.

Please Note: If you are absent, it is your responsibility to make yourself aware of all due dates and required work. If absent due to a scheduled event, you are still responsible for turning assignments in on time.

Tardiness: Being late is disruptive, so try to always be on time. Three incidents of tardiness will count as one absence. Moreover, if you are late on the day an assignment is due, the instructor reserves the right to consider your assignment late and therefore subject to the late-work policy.

Classroom Conduct

Keep in mind that UF students come from diverse cultural, economic, and ethnic backgrounds. Some of the texts we will discuss and write about engage controversial topics and opinions. Diversified student backgrounds combined with provocative texts require that you demonstrate respect for ideas that may differ from your own. Disrespectful behavior will result in dismissal, and accordingly absence, from the class. Any use of electronic devices not related to classroom learning: phones, tablets, iPods, etc. are disruptive and will not be tolerated. Please turn them off and keep them out of sight.

Assignment Maintenance Responsibilities

You are responsible for maintaining copies of all work submitted in this course and retaining all returned, marked work until the semester is over. Should the need arise for a resubmission of papers or a review of marked papers, it is your responsibility to have and to make available this material.

Late Work Policy and Mode of Submission

I do not accept late work. All papers will be submitted as MS Word (.doc or .docx) documents to E-learning/Canvas **before** class as well as a stapled hard copy on the designated due date. I may consider extenuating circumstances, but you must contact me *at least twenty-four hours before the assignment is due.*

All assignments and postings should be polished and presented in a professional manner. All papers must be in 12-point Times New Roman font, single-spaced with 1-inch margins and numbered pages. Format your assignments according to MLA standards.

Final Grade Appeals

Students may appeal a final grade by filling out a form available from Carla Blount, Program Assistant in Department of English. Grade appeals may result in a higher, unchanged, or lower final grade.

University Policies General Education

This is a General Education course providing student learning outcomes listed in the Undergraduate Catalog. For more information, see <https://catalog.ufl.edu/ugrad/current/advising/info/general-education-requirement.aspx>

Statement of Composition (C) and Humanities (H) Credit

This course can satisfy the UF General Education requirement for Composition or Humanities. For more information, see: <https://catalog.ufl.edu/ugrad/current/advising/info/general-education-requirement.aspx>

Statement of Writing Requirement

This course can provide 6000 words toward fulfillment of the UF requirement for writing. For more information, see: <https://catalog.ufl.edu/ugrad/current/advising/info/writing-and-math-requirement.aspx>

Students with Disabilities

The University of Florida complies with the Americans with Disabilities Act. The Disability Resource Center in the Dean of Students Office provides information and support regarding accommodations for students with disabilities. For more information, see: <http://www.dso.ufl.edu/drc/>. The office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

Statement Concerning Sexual Harassment

UF provides an educational and working environment that is free from sex discrimination and sexual harassment for its students, staff, and faculty. For more about UF policies regarding harassment, see: <http://www.hr.ufl.edu/eeo/sexharassment.htm>

Statement Concerning Online Course Evaluations

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open for students to complete during the last two or three weeks of the semester; students will be notified of the specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

Statement Concerning Academic Honesty

Plagiarism is a serious violation of the Student Honor Code. The Honor Code prohibits and defines plagiarism as follows:

A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes (but is not limited to):

- a.) Quoting oral or written materials, whether published or unpublished, without proper attribution.

b.) Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student.
(University of Florida, Student Honor Code, 15 Aug. 2007
<<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>>)

All students must abide by the Student Honor Code. For more information about academic honesty, including definitions of plagiarism and unauthorized collaboration, see: <http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>

Course Schedule

This schedule is tentative and subject to change throughout the semester. All assignments and readings are due the day they are listed. Make sure to check your e-mail and Canvas regularly for announcements and updates.

Note: Readings with an asterisk (*) will be available as PDFs on e-Learning.

The Middle Ages

Week 1: August 22 – 26

M Introductions / Review syllabus, expectations, and assignments

W Introduction to The Middle Ages and Anglo-Saxon Lit

Read “Caedmon’s Hymn” and “The Dream of the Rood”

F Read *Beowulf*, Intro and lines 1 – 1798 (stop at “Beowulf Returns Home”)

Drop/Add ends at 11:59 pm

Week 2: August 29 – September 2

M Read *Beowulf*, lines 1799 – 3182 (“Beowulf Returns Home” to end)

W Introduction to Anglo-Norman Lit

Read Marie de France, *Lanval*

F Introduction to Middle English Lit

Read *Sir Gawain and the Green Knight*, Part 1

Week 3: September 5 – 9

M LABOR DAY: NO CLASS

W Read *Sir Gawain and the Green Knight* Part 2

F Assign Close Reading/Analysis Paper

Read *Sir Gawain and the Green Knight* Part 3

Week 4: September 12 – 16

M Read *Sir Gawain and the Green Knight* Part 4

W Read Chaucer, *The Canterbury Tales*, “The General Prologue” and “The Wife of Bath’s Prologue”

F Read Chaucer, “The Wife of Bath’s Prologue and Tale”

Week 5: September 19 – 23

M Writing Workshop: Close Reading

W Read Julian of Norwich, all *Norton* selections

F Read Margery Kempe, all *Norton* selections

CLOSE READING/ANALYSIS DUE

The Sixteenth Century and the Early Seventeenth Century

Week 6: September 26 – 30

M Introduction to The Sixteenth Century

Read Sir Thomas More, *Utopia* Book 1

W Read Sir Thomas More, *Utopia* Book 2

F Read Sir Thomas Hoby's translation of Castiglione's *The Courtier*

Week 7: October 3 – 7

M Read Elizabeth I (all Norton selections)

W The Sonnet in England

Read Sir Thomas Wyatt, "Whoso list to hunt," "Petrarch, Rima 190," "I find no peace," "Petrarch, Rima 134"; Edmund Spenser, *from* "Amoretti;" William Shakespeare, #18, #19, #33, #73, #130

F Read Edmund Spenser, *The Faerie Queene* Intro; Book 1, Cantos 1 and 2

Week 8: October 10 – 14

M Read Summary of Book 1, Canto 7*; *FQ* Book 1, Canto 8

W Read *FQ* Book 1, Canto 10 (**only** verses 1 – 7 and 46 – 68); Canto 11

F HOMECOMING: NO CLASS

Week 9: October 17 – 21

M Read William Shakespeare, *King Lear*, Acts 1 – 2

W Read *KL*, Acts 3 – 5

F *KL* discussion cont.; no new reading

Week 10: October 24 – 28

M Introduction to the Seventeenth Century

Read Mary Wroth, *from Pamphilia to Amphilanthus*

W Assign Final Research Paper *and* Source Analysis/Evaluation Paper

Read John Donne, "The Flea," "The Good-Morrow," "The Ecstasy," "Holy Sonnets #14"

F Mini-Workshop: Developing a Research Question

Read Aemilia Lanyer, *from Salve Deus Rex Judaeorum*

LAST DAY TO SUBMIT RESPONSE PAPERS

Week 11: October 31 – November 4

M Workshop: Scholarly Research

RESEARCH QUESTION DUE

W Read John Milton, *Paradise Lost* Assignment 1 (See Milton Map* for details)

F Read *PL* Assignment 2 (see Milton Map* for details)

Week 12: November 7 – 11

M Read *PL* Assignment 3 (see Milton Map* for details)

W *PL* wrap-up

F VETERAN'S DAY: NO CLASS

*The Restoration and the Eighteenth Century***Week 13:** November 14 – 18

M Introduction to the Restoration and the Eighteenth Century

 Read Aphra Behn, *Oroonoko*, pages TBA

W Read Aphra Behn, *Oroonoko*, pages TBA

F Alexander Pope, "The Rape of the Lock"

FOUR ANNOTATED (SECONDARY) SOURCES DUE

Week 14: November 21 – 25

M Read Mary Astell, from *Some Reflections upon Marriage*

W THANKSGIVING BREAK: NO CLASS

F THANKSGIVING BREAK: NO CLASS

Week 15: November 28 – December 2

M Conferences: **THESIS DUE**

W Conferences: **THESIS DUE**

F Read Thomas Gray, "Elegy Written in a Country Churchyard"

Week 16: December 5 - 7

M Wrap-up + evaluations

W **RESEARCHED CRITICAL ESSAY DUE**