

## ENL 2012: Survey of English Literature, Medieval to 1750

Section: 5673

Instructor: Kayley Thomas

Office: TUR 4337

Meets: MWF 3 in MAT 113

E-mail Address: [kithomas@ufl.edu](mailto:kithomas@ufl.edu)

Office Hours: W Period 4-5 or by appointment

Course website: <http://enl2012.wordpress.com/>

### Course Description

ENL 2012 is a survey of English literature from the Middle Ages to 1750. This course will introduce you to a range of texts, including novels, poetry, drama, and critical essays.

The goal of this course is to cultivate an understanding of each individual work and author within the larger context of English literature and culture, both in each work's time and in its relation to the works that have preceded it. We will also work to analyze the texts' formal elements and theoretical frameworks. As a result, you should become a more informed scholar and critical reader. Building upon the reading and writing skills learned in ENC 1101 and 1102, you will also learn to communicate your understanding and interpretations of the works we study through your writing. Throughout the course you will develop well-supported, polished, and persuasive essays that make significant historical, literary, critical or theoretical statements about the texts we have read. In order to aid in this process, we will examine contemporary critical essays on the texts that we are studying and analyze how other writers construct their arguments. You will also participate in writing workshops and peer review sessions throughout the semester. Other assignments will take the form of blog entries, in-class and online discussions, and dramatic performances.

Because this survey encompasses a rather expansive period of time - roughly 800 years - it can be challenging to achieve a comprehensive picture of literary history from the medieval period to the Restoration. As such, the course is designed with attention to recurrent themes in representative readings, such as changes in cultural positions and literary depictions of the Western heroic ideal, gender and sexuality, politics and rulership, and social hierarchies. We will also stay attuned throughout the course to patterns of influence and shifts in language, genre, and literary techniques. While the texts we will study cannot represent all of the intricacies of each period's literature and culture, they have been chosen on the basis that together they offer a useful map by which we can explore the trends, conflicts, and lasting importance of English literature.

ENL 2012 is a General Education course providing student learning outcomes listed in the Undergraduate Catalog. For more information, see

<http://catalog.ufl.edu/ugrad/current/advising/info/general-educationrequirement.aspx#learning>

## Required Texts

The following texts are available at the UF Bookstore at the Reitz Union:

Greenblatt, Stephen, ed. *The Norton Anthology of English Literature, Vol. Package 1: A, B, C*. 9th ed. New York: W.W. Norton & Company, 2012. (ISBN: 978-0393912470).

Shakespeare, William. *Hamlet*. (Folger Shakespeare Library). New York: Simon & Schuster, 2012. (ISBN: 978-1451669411).

You may purchase your textbooks elsewhere, but you **must purchase** this edition of the Norton anthology. Use the provided ISBN number for reference on sites such as Amazon. While you may choose a different edition of *Hamlet*, I highly recommend this one in particular. Whatever edition you choose, it is best that you select one which contains annotations to aid you in your reading.

## Course Assignments

*Close Reading*—700 words (100 points): Analyze one aspect of a text that we have explored in class. Within those parameters, the subject and theme of this paper are your choice. Your focus might be upon a particular scene, character, motif, etc. You should pull support for your argument primarily from within the text itself, though you are encouraged to contextualize the work in its historical/cultural moment. *Draft due*: February 10<sup>th</sup>. *Final copy due*: February 14<sup>th</sup>.

*Comparative Analysis*—1000 words (150 points): Compare and analyze either (1) two of the works we have read in class or (2) one of the works we have read in class with a related work read outside of this class. A simple inventorying of similarities and differences in the two texts will not be considered a sufficient approach to this project; you must examine the relationship between the two texts, putting them into conversation with one another. To do so, you might focus in on a particular idea or style that the texts engage; you are also encouraged to consider how the texts' time periods and genres, if different, are important to analyzing them together. *Draft due*: March 26<sup>th</sup>. *Final copy due*: March 31<sup>st</sup>.

*Final Paper Proposal*—300 words (50 points): Write a proposal that poses your final paper's thesis or a strong investigative question, a plan for developing your argument, and a list of possible primary and secondary sources that you will use and how you think they will be helpful to you. Your final paper will not be accepted if the prospectus has not been approved. *Due*: April 11<sup>th</sup>.

*Final Paper*—2000 words (300 points): Your final research paper must relate to the course material in some substantial way, but other than that it is open topic. For this paper, you are expected to exhibit your skills in the areas of rhetoric, analysis, research and the incorporation of secondary-source criticism. The purpose of this project is to give you a chance to showcase all that you have learned throughout the semester. *Due*: April 25<sup>th</sup>.

*Short Response Essays*, 500 words, 4 total @ 50 points each (200 points): At the beginning of the semester, you will create a Wordpress blog that you will use to share your writing as well as to read and comment upon the writing of your peers. A prompt will be provided each Friday; you must post your response by noon the next Wednesday. These prompts will correspond to the readings, discussions, and themes of the class and vary from week to week. The purpose of this assignment is to facilitate dynamic reading experiences, critical thinking, and an engaged and interactive discourse community. Blog posts are not to be confused, however, with free-form, hastily drafted works; they must follow the same academic writing style and conventions required of your other essays.

*Dramatic Performances* (50 points): Together with other students you will perform a short 'scene' of choice from one of the dramatic works we will be reading for this course. Each scene will be performed by the same group of students in two different ways, to highlight different possible methods for interpreting the text. Alternately, you may script a scene based upon a poem or novel that we have read. *Due*: March 14<sup>th</sup> / March 17<sup>th</sup>.

*Class Discussion Prompts*—10 total @ 5 points each (50 points): A typed insight about the text (2-3 sentences) and a discussion question that you will print out and bring to one of the week's class meetings - you may choose to do so for either Tuesday or Thursday of any given week. You may be called upon in class to share your insight or question, and you will turn these in to me at the end of the period for credit.

*Class participation* (100 points): In order to develop an open, engaging community of critical thinkers, we must all actively participate in the learning process. By meeting attendance requirements and completing course assignments, you fulfill half of your commitment to the class. The other half consists of your participation in class discussions and activities, peer review, and blog commentary.

Total: 1000 points; 6000 words

Note: I am always available to discuss your papers with you during the writing process, and it is my duty as your instructor to provide you with useful feedback on each assignment that you turn in. If you have any questions or concerns about your work, please feel free to contact me via e-mail, visit during office hours, or schedule an appointment with me. You may also choose to visit the Reading and Writing Center (RWC) for concerns regarding grammar, punctuation, or style. Visit their site at <http://www.at.ufl.edu/rwcenter/> for more information.

### 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   |

## Attendance

ENL 2012 is largely discussion-based, which means that much of the learning that takes place is spontaneous and difficult to reproduce outside of class. Attendance is therefore key to your success in this course and your participation in it as an active member of a learning community. In order to benefit from the knowledge and insight that your peers have to offer, you must be present in class. (Further, in order to receive participation points, you must be present in order to participate!)

Consequently, **if you miss more than 3 classes during the semester, your grade will drop considerably.** Each absence beyond three will lower your overall grade by 50 points. However, **if you miss ten or more classes, you will fail the course automatically.**

Exempt from this policy are only those absences involving university-sponsored events, such as athletics and band, court-imposed absences, and religious holidays, for which you must provide appropriate documentation. Absences for illness or family emergencies **will** count toward your three allowed absences. I advise that you save your absences for when you are truly ill. (If you develop a medical condition or other serious problem that prevents you from coming to class, see me as soon as possible to discuss options.)

Note: If you are absent, whether excused or unexcused, it is still your responsibility to make yourself aware of all class discussions and activities as well as any new developments, such as assignments and due dates. You are still responsible for turning assignments in on time. Unless your absence(s) meet(s) the strict conditions of UF's "Twelve Day Rule" (<http://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>), you cannot make up any in-class assignments. I will NOT approach you regarding absences and missing or late assignments; it is your responsibility to speak to me and keep track of your own attendance and assignments.

**Tardiness:** Please do not come late to class; arriving late disrupts everyone. If you are more than 15 minutes late, you will be marked absent. Being tardy three times (five or more minutes late) will equal one absence.

Additionally, please note that roll will be called at the beginning of each class period; if you arrive late and do not inform me of your attendance at the end of the period, you will be marked absent.

## Classroom Behavior

The texts we will discuss and write about will likely elicit varying opinions and interpretations. You are expected to demonstrate respect for ideas that may differ from your own. Show both me and your fellow students proper attention and courtesy at all times. **Any student who is disrespectful toward me or another student or otherwise disrupts the class will be asked to leave and will receive an absence for the day.**

\*\*\* All cell phones, laptops, tablets, and other electronic devices should be turned off during class time, unless prior accommodations have been made or I designate otherwise. *This includes note-taking and accessing course materials*, bring paper to write on and bring any necessary print-outs to read from. Failure to comply may result in dismissal from the class, resulting in a day's absence.

## **Preparation**

You are expected to be prepared for every class, including completing all reading and writing assignments on time. **You should take notes on every reading and be ready with at least 1 discussion point and 1 question prepared if you are called upon in class** (as per the assignment instructions above). Be sure to bring your textbook(s) or print-outs with you to discuss the reading assigned for that day. Failure to be prepared for or to contribute to in-class activities and discussion will lower your participation grade.

Assignments are due at the beginning of class. Failure of technology is not an excuse.

Note: Class discussion and collaborative work will be an integral part of this course. It is in your best interest to come prepared and participate in class; the alternative is a dry lecture or a pop quiz. The choice is yours.

## **Writing Workshops / Peer Reviews**

Writing workshops will be conducted at least one class period before each essay assignment is due. Workshops will involve a lesson or activity as well as peer review. You are responsible for bringing a copy of your draft to class - it must be at least half of the word count that the final assignment requires (the more you have written, the better feedback you can receive). Treat your peers' feedback as you would my own - with respect and serious consideration to how you can apply it to your work. Offer your own critiques in the same fashion.

## **Mode of Submission**

All papers must be formatted according to MLA style in 12-point Times New Roman font and double-spaced. The top left-hand corner of the first page of any assignment should include your name, the course number, my name, and the date. Make certain to staple your essay and print it in black ink.

Assignments must be handed in as a paper copy in class **and submitted** via e-Learning as an .rtf, .doc or .docx file, excepting short response essays, which are to be posted on your blog.

Points will be subtracted for documents that do not meet professional standards. Save and back up all of your projects regularly; "my computer crashed" or "my printer broke" are not valid excuses.

*Note:* Free printing is available at the computer lab in the Reitz Union!

### **Deadlines**

Deadlines are provided on the syllabus and on each assignment sheet. Each assignment must be turned in at the beginning of class on the due date. Late work will be penalized at the rate of 20 points per late day (or portion of one), including weekends and holidays. **NO** late submissions will be accepted for the blogs, class discussion prompts, or final paper.

### **Plagiarism**

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

Plagiarism: 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)

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>

*Important Tip:* You should never copy and paste something from the Internet without providing the exact location from which it came.

**\*\*\*A11 acts of plagiarism will result in failure of the assignment and may result in failure of the entire course.** Plagiarism can occur even without any intention to deceive if you fail to understand and employ proper documentation techniques. When in doubt, ask for help !

### **Graded Materials**

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

## **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.dso.ufl.edu/sccr/sexual/>

## **Students with Disabilities**

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 you with appropriate documentation, and you must then provide this documentation to me when requesting accommodation. Please schedule a meeting with me to discuss any accommodations within the first week of classes.

## **Course Evaluations**

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu/>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

## **Final Grade Appeals**

In 1000- and 2000- level courses, students may appeal a final grade by filling out a form available from Carla Blount, Program Assistant in the English Department. Grade appeals may result in a higher, unchanged, or lower final grade.

## **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/gordon.aspx>

Note: **To receive writing credit, you must receive a grade of C (2.0) or higher AND satisfactory completion of the writing component of 6000 words;** this means that you must complete every assignment.

## Course Schedule

Note: This schedule is tentative and subject to revision. All readings and assignments are due on the date indicated. Readings in the Norton Anthology will appear as *Norton*. Readings from other texts are noted accordingly. Readings noted as located on ARES can be accessed by logging in at <https://ares.uflib.ufl.edu/ares/>. **You must print these readings out and bring them with you to class.** Check the course blog regularly for any updates to the weekly schedule and links to additional materials (ie. art, songs, other references, etc).

### The Middle Ages

#### **Week One: January 6-10**

M - Course Introduction

W - "Introduction" to the Middle Ages in *Norton* (p. 3-28)

F - *Beowulf* in *Norton* (p. 36-55 - stop at "The Fight with Grendel")

#### **Week Two: January 13-17**

M - *Beowulf* in *Norton* (p. 55-80 - stop at "Beowulf Returns Home")

W - *Beowulf* in *Norton* (p. 80-108)

F - J.R.R. Tolkien, "*Beowulf*. The Monsters and Critics" on ARES; In-class reading from John Gardner's *Grendel*

#### **Week Three: January 20-24**

M - Holiday - No Class

W - "Romance" in *Norton* (p. 140-142); Marie de France, introduction in *Norton* (p. 142-143), "Fanval" in *Norton* (p. 154-167); **Assign Close Reading Essay**

F - *Sir Gawain and the Green Knight* in *Norton* (p. 183-196 - stop at FITT ii)

#### **Week Four: January 27-31**

M - *Sir Gawain and the Green Knight* in *Norton* (p. 196-227 - stop at FITT iv)

W - *Sir Gawain and the Green Knight* in *Norton* (p. 227-238); W. A. Davenport, "The Hero and His Adventure" on ARES

F - Jonathan Nicholls, "The Testing of Courtesy at Camelot and Hautdesert" on ARES / **Writing Workshop**

#### **Week Five: February 3-7**

M - Geoffrey Chaucer, introduction in *Norton* (p. 238-243), from *The Canterbury Tales* - "The General Prologue" in *Norton* (p. 243-263)

W - Chaucer, "The Wife of Bath's Prologue and Tale" (p. 282-301)

F - Chaucer, "The Pardoner's Prologue and Tale" (p. 310-325)

### **The Sixteenth Century / The Early Seventeenth Century**

#### **Week Six: February 10-14**

M - **Writing Workshop / Peer Review for Close Reading Essay**

W - "Introduction" to the Sixteenth Century in *Norton* (p. 531-563)

F - Christopher Marlowe, introduction in *Norton* (p. 1106-1107), "The Passionate Shepherd to His Fove" in *Norton* (p. 1126); Sir Walter Raleigh, introduction in *Norton* (p. 1023-1024), "The Nymph's Reply to the Shepherd" in *Norton* (p. 1024-1025); **Close Reading Essay due**

#### **Week Seven: February 17-21**

M - Marlowe, *Doctor Faustus* in *Norton* (p. 1127-1147 - stop at Scene 6)

W - Marlowe, *Doctor Faustus* in *Norton* (p. 1147-1163); **Assign Comparative Analysis Essay**

F - Instructor Out of Town - No Class

#### **Week Eight: February 24-28**

M - William Shakespeare, introduction in *Norton* (p. 1166-1170), *Hamlet* - Act I

W - Shakespeare, *Hamlet* - Act II-Act III

F - Shakespeare, *Hamlet* - Act IV-Act V

### **Week Nine: March 3-7**

M - Spring Break - No Class

W - Spring Break - No Class

F - Spring Break - No Class

### **Week Ten: March 10-14**

M - Elaine Showalter, "Representing Ophelia: Women, Madness, and the Responsibilities of Feminist Criticism" on ARES / **Writing Workshop**

W - View video clips from Laurence Olivier's *Hamlet* (1948), Franco Zeffirelli's *Hamlet* (1990), Kenneth Branagh's *Hamlet* (1996), Michael Almereyda's *Hamlet* (2000), Greg Doran's *Hamlet* (2010), and *Sons of Anarchy* (2008-)

F - **Performances**

### **Week Eleven: March 17-21**

M - **Performances**

W - "Introduction" to the Early Seventeenth Century" in *Norton* (p. 1341-1369); Andrew Marvell, introduction in *Norton* (p. 1789-1790), "A Dialogue Between the Soul and Body" in *Norton* (p. 1792-1793), "To His Coy Mistress" in *Norton* (p. 1796-1797)

F - John Donne, introduction in *Norton* (p. 1370-1372), "The Flea" in *Norton* (p. 1373), "The Sun Rising" in *Norton* (p. 1376), "The Bait" in *Norton* (p. 1384); "Sonnets" handout on ARES

### **Week Twelve: March 24-28**

M - Aemilia Lanyer, introduction in *Norton* (p. 1430-1431), "To the Queen's Most Excellent Majesty" in *Norton* (p. 1431-1432), "To the Virtuous Reader" in *Norton* (p. 1432-1433), "Eve's Apology in Defense of Women" in *Norton* (p. 1433-1436)

W - **Writing Workshop / Peer Review for Comparative Analysis Essay**

F - “Introduction” to the Restoration and the Eighteenth Century in *Norton* (p. 2177-2207);

### **The Restoration and the Eighteenth Century**

#### **Week Thirteen: March 31-April 4**

M - Aphra Behn, introduction in *Norton* (p. 2307-2309), *Oroonoko; or, The Royal Slave* in *Norton* (p. 2313-2334 - stop at “Possessed with a thousand thoughts . . . Joanna Lipking, “The New World of Slavery: An Introduction” on ARES; **Comparative Analysis Essay Due**

W - Behn, *Oroonoko* in *Norton* (p. 2334-2358); **Assign Final Essay and Proposal**

F - Jane Spencer, “The Woman Novelist as Heroine” on ARES / **Writing Workshop**

#### **Week Fourteen: April 7-11**

M - Jonathan Swift, introduction in *Norton* (p. 2464-2466), “A Modest Proposal” in *Norton* (p. 2633-2639); “Satire” handout on ARES

W - Alexander Pope, introduction in *Norton* (p. 2665-2669), “The Rape of the Lock” in *Norton* (p. 2685-2704)

F - Eliza Haywood, introduction in *Norton* (p. 2739), “Fantomina; or, Love in a Maze” in *Norton* (p. 2740-2758); **Final Essay Proposal Due**

#### **Week Fifteen: April 14-18**

M - **Writing Workshop**

W - John Gay, introduction in *Norton* (p. 2787-2788), *The Beggar’s Opera* in *Norton* (p. 2789-2803 - stop at Act 2)

F - Gay, *The Beggar’s Opera* in *Norton* (p. 2803-2818 - stop at Act 3)

#### **Week Sixteen: April 21-25**

M - Gay, *The Beggar’s Opera* in *Norton* (p. 2818-2833)

W - Course wrap-up

**\*\*\* Final papers due by 12pm on April 25<sup>th</sup> via e-Learning. Late submissions will not be accepted.**