

Witches, Queens, Harlots, and Saints: Survey of English Literature, Medieval to 1750

"Who painted the leon, tel me who? By God, if wommen hadden written stories, as clerkes han within hir oratories, they wolde han writen of men more wikkednesse than al the merk of Adam may redresse."
– "The Wife of Bath's Prologue" from *The Canterbury Tales* by Geoffrey Chaucer

"Wherefore I am... resolved in the midst and heat of the battle to live and die amongst you all, to lay down for my God and for my kingdom and for my people mine honor and my blood even in the dust. I know I have the body but of a weak and feeble woman; but I have the heart and stomach of a king, and of a king of England too."
– Elizabeth I, "Speech to the Troops at Tilbury"

"'I'll be revenged, you saucy quean' / (Replies the disappointed Dean), / 'I'll so describe your dressing room / The very Irish shall not come.' / She answered short, 'I'm glad you'll write, / you'll furnish paper when I shite.'"
– Lady Mary Wortley Montagu, "The Reasons that Induced Dr. Swift to Write a Poem Called the Lady's Dressing Room"

Course Details

| | | | |
|--------------------|---|------------------|------------------------------|
| Instructor: | Kathryn Hampshire | Course: | English Literature 2012 |
| Email: | khampshire@ufl.edu | Details: | Section 9135, Class #29162 |
| Office Hrs: | MW Period 5 (11:45am-12:35pm) | Meetings: | MWF Period 4 (10:40-11:30am) |
| Office: | Turlington (TUR) 4330 | Delivery: | Face-to-Face |
| Zoom Link: | https://ufl.zoom.us/j/3602176508 | Location: | MAT0002 |

General Information

Course Description

This course focuses on literature written in English before 1750, even if that English looks a bit different than what we write today. We will read and discuss a variety of texts, from epic poems and plays to sonnets and speeches, as we trace the evolution of English literature during this early period of the language's history. As we engage with the various forms that literature takes over time, we will pay particular attention to the words of female writers as they navigate their roles and possibilities in a patriarchal society, as well as how men write for and about women. We will explore the different roles that were available to women throughout these centuries, from queens and saints to witches and harlots, and how women used the written word to carve out new possibilities for themselves and future generations. As we navigate this tumultuous period of English history and literature, we will examine the ways that issues from the past have reverberations into the present.

General Education Objectives

- This course confers General Education credit for either Composition (C) or Humanities (H). This course also fulfills 6,000 of the university's 24,000-word writing requirement (WR).
- Composition courses provide instruction in the methods and conventions of standard written English (i.e. grammar, punctuation, usage) and the techniques that produce effective texts. Composition courses are writing intensive, require multiple drafts submitted to the instructor for feedback prior to final submission, and fulfill 6,000 of the university's 24,000-word writing requirement.

| <i>Word Count Break-Down</i> | |
|-------------------------------|-------------------|
| Assignment Description | Word Count |
| OED Assignments | Three x 250 = 750 |
| Archive Reflections | Three x 250 = 750 |
| Shakespearean Sonnet Analysis | One x 500 = 500 |
| Final Paper Proposal | One x 500 = 500 |
| Final Paper Annotated Bib. | One x 500 = 500 |
| Final Paper Rough Draft | One x 1000 = 1000 |
| Final Paper | One x 2000 = 2000 |
| Total Word Count | 6000 |

- **Note:** Make sure to include a word count somewhere (in the heading, at the end, after works cited, etc.) on ALL the above assignments before submitting.
- Earning general education composition credit, students will:
 - ▲ Demonstrate forms of effective writing (focusing on analyses, arguments, and proposals)
 - ▲ Learn different writing styles, approaches, and formats and successfully adapt writing to different audiences, purposes, and contexts; effectively revise and edit their own writing and the writing of others
 - ▲ Organize complex arguments in writing, using thesis statements, claims, and evidence
 - ▲ Employ logic in arguments and analyze their own writing and the writing of others for errors in logic
 - ▲ Write clearly and concisely consistent with the conventions of standard written English
 - ▲ Use thesis sentences, claims, evidence, and logic in arguments
- The University Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. To receive Writing Requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course. This means that written assignments must meet minimum word requirements totaling 6000 words.

General Education Learning Outcomes

At the end of this course, students will be expected to have achieved the following learning outcomes in content, communication, and critical thinking:

- **Content:** Students demonstrate competence in the terminology, concepts, theories and methodologies used within the academic discipline.
- **Communication:** Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline. Students will participate in class discussions throughout the semester to reflect on assigned readings.
- **Critical Thinking:** Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.

Class Accessibility and Inclusion

This course is designed to be a place where you (yes, you) are able to learn effectively—this includes those with mental, physical or cognitive disabilities, illness, injuries, visible or invisible impairments, personal/family circumstances, or any other condition that tends to negatively affect one's equal access to education. If you need any kind of reasonable (or even unreasonable) accommodation, please let me know and I'll try to make it happen.

If you have a diagnosis, you can request accommodations by contacting the [Disability Resource Center](#), which will provide documentation you can give your professors to ensure accommodations in all of your courses. If you don't yet have a diagnosis or accommodation letter or have encountered barriers to doing so, please contact me as soon as possible so that I may intervene on your behalf.

Course Texts

Required Texts (Purchase or Rent)

- *The Norton Anthology of English Literature, Vol. 1* (9th ed.) (“NA” in schedule) ISBN: 978-0-393-91247-0
- Shakespearean play TBD (Norton Critical Edition): *The Tempest* or *Macbeth* ISBN: TBA

Available for Free Online (PDFs & Audiobooks)

- Geoffrey Chaucer’s *The Canterbury Tales* audio recordings: [“The General Prologue”](#); [“The Wife of Bath’s Prologue” \(0:00-42:08\)](#) & [“The Wife of Bath’s Tale” \(42:08-1:03:04\)](#)
- You can find many of the other works as free audiobooks on the Librivox app or at: <https://librivox.org/>

Recommended Texts (Excerpted or Included in Anthology)

- *Beowulf* translated by Seamus Heaney (bilingual edition) ISBN: 0-393-32097-9
- *They Say/I Say: The Moves that...* by Graff & Birkenstein (any edition) ISBN: 978-0-393-63167-8

Assignments

Collaborative Class Notes (five x 10pts each = 50pts total)

Five times throughout the semester, you (and whoever else signs up for that day) will be responsible for taking notes over that class meeting to share with everyone. You will be able to choose which days you’d like to serve as a note taker by signing up at the beginning of the semester. Your notes will help synthesize and recap the information we discuss that day, make the class more accessible, demonstrate diverse methods of notetaking, and provide notes to anyone who may need to miss class that day. Please submit your notes to the appropriate assignment portal **due by midnight two days after** your selected class period; for example, if you are taking notes on a Tuesday, your deadline is that Thursday by midnight. I will then copy & share your notes with the rest of the class anonymously. There is also the opportunity to earn up to ten points of extra credit by submitting one additional day of class notes.

Reading Quizzes (eleven x 10pts each - lowest score = 100pts total)

Throughout the semester, you will take eleven quizzes over assigned readings. These will all be unannounced, except for the first quiz over the syllabus (due by midnight on the first Friday of classes). The syllabus quiz will be open note, so to speak, because it will be via Canvas and you will be allowed to have the syllabus and any other materials available while taking the quiz. All other quizzes will be on paper and in class. For these reading quizzes, you will not be allowed to use your book or notes.

These quizzes are designed to encourage close reading of each day’s assigned text(s). To prepare for each class meeting, make sure to do the assigned reading in whatever way works best for you; I recommend annotating the text as you read by highlighting/underlining significant passages and taking notes in the margins. Be on the lookout for anything in the text that connects to this course’s focus on cultural changes in circumstances/ideas, the role of women, the practice and impacts of colonialism, and topics that have resonance with our own experiences in the present. Some texts are rather challenging and *may require more than one initial reading* – don’t be afraid to work your way through it once, read the Wikipedia page on the work to clear up some confusion, and then read it again to see what you missed the first time.

Reading the assigned texts prior to class each day is essential for this course and needs to be a priority; however, I understand that sometimes life gets in the way and completing assigned readings is not always possible. For that reason,

at the end of the semester, I will drop the lowest of the eleven quiz scores so that you are left with your top ten. If you are absent on a day with a quiz, you will not be able to make this quiz up unless there are extenuating circumstances and you discuss your absence with me ahead of time.

OED Assignments (250+ words each; three x 25pts each = 75pts total)

Many of the texts we will be reading this semester were written hundreds of years ago, and although they are all technically in English, some of the words they use may be unfamiliar to you. One of the most valuable resources for understanding what these words meant at the time the author penned them is the Oxford English Dictionary (*OED*), an online resource that is the foremost historical resource on the English language through the ages up to the present.

There are four text options for this assignment (*Beowulf*, *The Canterbury Tales*, the religious/royal excerpts, and the Shakespearean play), **but you only need to submit three of these**, allowing you to choose which you'd like to submit based on your own interests and schedule.

In each of these brief essays, you will select a word that stands out to you from the focus text for that OED. You may choose a word that is completely unfamiliar to you, or one that seems to have a different meaning than modern usage based on context clues. Your paper should feature: the selected word as its title, a brief intro in which you explain where it appears in the story and what this context hints about its meaning, a summary of what you learn about the term from its *OED* entry, and a concluding statement about how this information helps you better understand this quote/passage/character/event/theme/etc.

Archive Reflections (250+ words each; three x 25pts each = 75pts total)

Three times this semester, we will visit Smathers Library East where you will have the opportunity to engage with archival materials. Following these visits, you will need to write up a brief (250-word minimum) reflective essay in which you recount your experience, what stood out to you from the materials, what you learned, what questions you still have, and any other thoughts you had on the experience. If you are absent on either of these days, you will be able to make this up by writing your reflection based on the photos I post on Canvas of materials from our visit.

Sonnet Analysis (500+ words; 200pts)

This paper asks you to select a sonnet from our textbook other than those in our scheduled readings to analyze independently. Skim through the rest of *Astrophil and Stella* and the collection of Shakespeare's sonnets included in our anthology and choose one that you find insightful, perplexing, beautiful, thought-provoking, or otherwise interesting. For this assignment, you will need to submit two components: an image/scan of your annotated poem and a document of your analysis essay.

On a separate print-out of the sonnet (double- or triple-spaced), annotate the work thoroughly as you reread it. You can use whatever system of annotations you prefer, but a few suggestions would be to:

- label the stanzas with letters or numbers to reference as you write your analysis paper;
- highlight words that speak to the sonnet's key theme;
- draw shapes around connected terms (e.g., circles/boxes/clouds/starbursts);
- underline unfamiliar words and write their definitions in the margins;
- write question marks near confusing parts, and explain briefly what exactly confused you;
- write exclamation points near surprising/important parts and account for what you found significant about them;
- doodle symbols that reflect themes/emotions;
- draw lines/arrows to show connections or relationships, write hashtags at the end of lines;
- label any relevant literary devices, etc.

After annotating the poem, reflect on your experience of reading and responding to the poem in a way that supports your ultimate analysis of it. Start with a description of your first impression of the sonnet and what stands out on an

initial reading; then, discuss the elements that grow significant upon further exploration. Finally, provide your overall analysis of the theme(s) to which you see the sonnet speaking: provide your own original interpretation of the text with respect to the historical and literary context that we have been discussing in class, as well as the specific creative language features you notice Shakespeare using in these lines.

Final Paper (2000-word minimum; 300pts; 30% of final grade)

Your final paper will be an in-depth exploration of an issue and/or text(s) relating to your own interests with the texts we have explored together this semester. There is a fair amount of flexibility with this paper, but the basic requirements are that it engage in a scholarly discussion about your argument with peer-reviewed sources that you'll find for the annotated bibliography prep assignment, that it present a unique argument regarding your chosen text(s), and that it meet the 2000-word minimum length requirement.

We will discuss this assignment in more depth prior to your proposal prep assignment, but be sure to make note of the texts, concepts, and questions that stand out to you throughout the semester. Your paper could take the form of:

- an analysis of a single text and how it engages with course themes;
- an in-depth character analysis on an individual character from one of our course texts;
- a theory-based argument (i.e., reader-response, feminist, post-colonial, psychological, cultural poetics, etc.);
- an examination of how a collection of texts seek to address a single issue you notice they have in common;
- a creative nonfiction essay that combines research and personal experience to explore one of these issues;
- a pedagogical essay on how or why to teach a particular text (including anything in the anthology we did not read together);
- or any other argument that you'd like to make based on what you've learned and read in this class.

Final Paper Preparation Assignments (four x 25pts each = 100pts total)

In order to prepare for your final paper, you will complete four preparation assignments: a proposal, an annotated bibliography, a rough draft, and a presentation. These assignments are designed to help you build toward your final paper throughout the semester and will require you to think ahead about what you want your final paper to be, practice literary research, and provide feedback for a peer (and receive feedback in return).

➤ **Final Paper Proposal (500-word minimum; 25pts)**

In at least 500 words, outline the **basic idea** of what you'd like to write about for your final paper. This can be relatively informal in tone but should still take the form of an academic essay; no citations necessary, but be sure to point out any specific texts that you find relevant to your idea. Summarize what you know so far about the topic, what you hope to learn by writing the paper, and what you still need to find out in order to move forward.

➤ **Final Paper Annotated Bibliography (500-word minimum; 25pts)**

Using the library databases, find 3-5 **scholarly, peer-reviewed** sources related to your topic and compile them into an annotated bibliography. Each entry should at minimum include the source's MLA citation, a brief summary of its argument, and an analysis of how you intend to use it in your paper. The total word count for all summaries & analyses should be at least 500 words (excluding the citations themselves), but there is no specific length requirement for each entry since some sources will undoubtedly be more useful/interesting than others.

➤ **Final Paper Rough Draft (1000-word minimum; 25pts)**

The purpose of this rough draft is for you to receive feedback on your writing thus far that you will be able to use as you finish developing your ideas. This rough draft will need to be a minimum of 1000 words long, which is half of the full length of the final draft. None of these words are set in stone, though, so it is perfectly acceptable to turn in a draft that is unedited, outlines unwritten sections, and/or includes notes of any kind. Feel free to use a different font style (highlighted, bolded, color-coded, etc.) to distinguish your notes from your drafted writing; all of this written work counts toward this assignment's word count.

➤ Final Paper Presentation (25pts)

On our final day of meeting as a class, all students will give a brief presentation on their project. The time requirement for this presentation will be determined based on the number of students enrolled in the class so that each person will have sufficient time to present. The main requirement is that you explain what your project is and what you have learned from it so far. Additionally, you will need to ask at least two questions of your peers after their presentations to help them further clarify and develop their ideas. These presentations will be relatively casual with no requirement for visual aids or memorization; we will discuss the specifics closer to the end of the semester.

Attendance/Participation (100pts; 10% of final grade)

At the end of the semester, your attendance and participation will factor into your final grade. See the Attendance and Participation section of the syllabus for more information on the expectations in this department.

| <i>Point Break-Down Summary</i> | | |
|---------------------------------|--------------------|---------------|
| Assignment Type | Quantity | Points |
| Collaborative Class Notes | Five x 10pts each | 50 |
| Reading Comprehension Quizzes | Ten x 10pts each | 100 |
| OED Assignments | Three x 25pts each | 75 |
| Archive Reflections | Three x 25pts each | 75 |
| Shakespearean Sonnet Analysis | One holistic score | 200 |
| Final Paper Prep Assignments | Four x 25pts each | 100 |
| Final Paper | One holistic score | 300 |
| Attendance/Participation | One holistic score | 100 |
| Total | | 1000 |

Assessment Policies

Grading, Feedback, & Course Credit Policies

Although letter grades are rarely a comprehensive measure of a student's efforts or progress in their learning, I recognize the importance of them for students to keep track of "where they're at" and "how they're doing" in their coursework. More important than the letter grades and point values, though, is the feedback you will receive on your written work in this class. I will provide you with constructive feedback on your assignments that are intended not only to help you understand the grade you received, but also to help you improve on future assignments and grow as a critical reader and writer. You will receive this feedback through Canvas, and I encourage you to read it carefully and talk to me about anything you don't understand; I will show you how to access my comments after I've graded the first major assignment.

While the turnaround time for grades for each assignment will vary slightly based on their length and complexity, I will usually get you feedback within a couple days for minor assignments, and within about a week for major assignments. If there is a significant deviation from this timeline, I will let you know in advance so you know when to expect feedback!

This course follows the standard grade scale for UF, as presented below; because the course's point total for the semester is 1000, you can easily find the percent "weight" of each assignment by moving the decimal over one to the left (e.g., 200pts = 20%; 30pts = 3%). Let me know if you have any questions about the grading policies for this course or if you have specific queries about a grade you earn on any given assignment.

Grading Scale

| Letter | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | E |
|---------|----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-------|
| GPA | 4.00 | 3.67 | 3.33 | 3.00 | 2.67 | 2.33 | 2.00 | 1.67 | 1.33 | 1.00 | 0.67 | 0.00 |
| Percent | 93-100 | 90-92 | 87-89 | 83-86 | 80-82 | 77-79 | 73-76 | 70-72 | 67-69 | 63-66 | 60-62 | 0-59 |
| Points | 930-1000 | 900-929 | 870-899 | 830-869 | 800-829 | 770-799 | 730-769 | 700-729 | 670-699 | 630-669 | 600-629 | 0-599 |

For the major writing assignments in this course (the three close-reading papers and the three essays), here is a general guideline for understanding the meaning of each letter grade:

- **A:** Exceeds expectations in nearly all categories; offers a thoughtful, unique perspective on the text; contains sufficient textual evidence with insightful explication of all quotes; contains few (if any) mechanical errors.
- **B:** Meets expectations in nearly all categories of assessment; offers a decently creative perspective on the text; contains adequate textual evidence, although there may be either a bit too much or too little and/or the explication could use some work; contains a handful of mechanical errors.
- **C:** Meets most expectations for assessment but falls short of several; offers a surface-level reading of the text; contains either very little or far too much textual evidence with little to no explication; contains frequent mechanical errors, suggesting a lack of proofreading.
- **D:** Meets few (if any) expectations; offers no real substantive reading of the text; either offers zero textual evidence or contains more quoted text than original writing; mechanical errors significantly impede readability.
- **E:** Does not address the assignment requirements at all; automatic grade for plagiarism.
- A letter grade modified with a plus or minus indicates that the work is either on the high or low end of that letter grade's expectations, respectively.

You will receive further guidance on the expectations for individual assignments when we discuss them in class (see course schedule below for when each major assignment gets introduced in the "topic" column).

University Grade-Related Policies

- **Departmental Policy on Completion:** You must complete all assignments to receive credit for this course.
- **UF Grading Policies:** <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
- **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 Department office (4008 TUR). Please contact Ms. Blount at cblount@ufl.edu. Grade appeals may result in a higher, unchanged, or lower final grade.

Schedule

Unit One - Introduction to Medieval Literature & (Proto) Feminist Theory

| Wk | Date | Topic/Text | Reading to Complete for Today | Assignment Due |
|----|-------------|---|--|-------------------------|
| 1 | {M} Jan. 8 | Course Intro | Read syllabus, explore Canvas, acquire texts | Sign up for note taking |
| | {W} Jan. 10 | Pre-1750 & Feminism intro | "The Middle Ages to ca. 1485" (NA 3-28); "Feminist Criticism" intro on OWL | Sign up for conferences |
| | {F} Jan. 12 | <i>No class/readings; meet for individual conferences at chosen time.</i> | | |

Unit Two – Wicked Women: Gender Expectations in Old and Middle English

| Wk | Date | Topic/Text | Reading to Complete for Today | Assignment Due |
|----|-------------|--|--|-----------------------|
| 2 | {M} Jan. 15 | No class/readings due to university holiday. | | |
| | {W} Jan. 17 | Beowulf intro | Beowulf intro & lines 1-702 (NA 36-56) | |
| | {F} Jan. 19 | Beowulf cont'd | Beowulf lines 703-1250 (NA 56-69) | |
| 3 | {M} Jan. 22 | Beowulf cont'd | Beowulf lines 1251-2728 (NA 69-99) | |
| | {W} Jan. 24 | Beowulf cont'd | Beowulf lines 2729-end (NA 99-108) | |
| | {F} Jan. 26 | Beowulf adapted | None; start on reading for next week. | |
| 4 | {M} Jan. 29 | Canterbury intro | The Canterbury Tales intro & first half of the "General Prologue" lines 1-446 (NA 238-254) | |
| | {W} Jan. 31 | Canterbury cont'd | "General Prologue" cont'd, lines 447-860 (NA 254-263) | |
| | {F} Feb. 2 | Canterbury cont'd | "The Wife of Bath's Prologue" (NA 281-301) | OED #1 |
| 5 | {M} Feb. 5 | Canterbury cont'd | "The Wife of Bath's Tale" (NA 301-310) | |
| | {W} Feb. 7 | Canterbury adapted | None; start readings for next week & watch archive visit prep videos on Canvas. | |
| | {F} Feb. 9 | Archive Visit | No readings; visit Smathers special collection | Archive Reflection #1 |

Unit Three – For God & Country: Writings from Religious and Royal Pens

| Wk | Date | Topic/Text | Reading to Complete for Today | Assignment Due |
|----|-------------|--------------------|---|----------------|
| 6 | {M} Feb. 12 | Julian of Norwich | Intro & A Book of Showings "Chapter 3" + "[Jesus as Mother]" (NA 412-415 & 419-423) | |
| | {W} Feb. 14 | Margery Kemp | Intro & The Book of Margery Kemp 1.11 + 1.35-36 (NA 424-428 & 430-434) | |
| | {F} Feb. 16 | Aemilia Lanyer | Intro & Salve Deus Rex (NA 1430-1436) | OED#2 |
| 7 | {M} Feb. 19 | Monarchy Intro | "The Sixteenth Century, 1485-1603" (NA 531-563); "Women in Power" intro (NA 721) | |
| | {W} Feb. 21 | Mary Tudor | Mary I excerpts (NA 722-727) | |
| | {F} Feb. 23 | Lady Jane Grey | Lady Jane Grey excerpts (NA 727-736) | |
| 8 | {M} Feb. 26 | Mary Stuart | Mary, Queen of Scots excerpts (NA 737-749) | |
| | {W} Feb. 28 | Elizabeth I | Elizabeth I excerpts (NA 749-758) | |
| | {F} Mar. 1 | Elizabeth I cont'd | Elizabeth I excerpts cont'd (NA 758-766) | OED#3 |

Unit Four – Sonnets & Shakespeare: Writing about Women in Verse & Script

| Wk | Date | Topic/Text | Reading to Complete for Today | Assignment Due |
|----|--------------|---|---|------------------------------------|
| 9 | {M} Mar. 4 | Romance, Lyrics, & Poetry Intro | Marlowe “Passionate Shepherd” (NA 1126) & Raleigh “Nymph’s Reply” (NA 1024) | Sign up for conferences |
| | {W} Mar. 6 | Poetry cont’d | Donne intro, “The Flea,” “The Canonization,” & “Elegy 19” (NA 1370-3, 1377-8, 1393-4) | |
| | {F} Mar. 8 | <i>No class/readings; meet for individual conferences at chosen time.</i> | | Final Paper Proposal |
| 10 | Mar. 9-17 | <i>No class/readings due to Spring Break.</i> | | |
| 11 | {M} Mar. 18 | Sonnets intro | Sidney intro & <i>Astrophil and Stella</i> sonnets #1-7 (NA 1084-1086) | |
| | {W} Mar. 20 | Sonnets cont’d | Shax sonnets #18, #116, #130 (NA 1172-1173, 1182, 1184) | |
| | {F} Mar. 22 | Archive Visit | No readings; visit Smathers special collection | Archive Reflection #2 |
| 12 | {M} Mar. 25 | Shakespearean theatre intro | Shax intro (pp. 1166-1170); Play TBD intro materials from Norton Critical Edition | |
| | {W} Mar. 27 | Shax play cont’d | Play TBD Act I | |
| | {F} Mar. 29 | Shax play cont’d | Play TBD Act II | Final Paper Annotated Bibliography |
| 13 | {M} April 1 | Shax play cont’d | Play TBD Act III | |
| | {W} April 3 | Shax play cont’d | Play TBD Act IV | |
| | {F} April 5 | Shax play cont’d | Play TBD Act V | Sonnet Analysis |
| 14 | {M} April 8 | Shax film | None (work on upcoming assignments) | |
| | {W} April 10 | Shax film cont’d | None (work on upcoming assignments) | |
| | {F} April 12 | Shax film cont’d | None (work on upcoming assignments) | OED#4 |

Unit Five – Course Conclusion

| Wk | Date | Topic/Text | Reading to Complete for Today | Assignment Due |
|----|--------------|---|---|-------------------------|
| 15 | {M} April 15 | Swift’s Proposal | Swift intro & “A Modest Proposal” (NA 2464-2466, 2633-2639) | |
| | {W} April 17 | Debating poems | “Debating Women: Arguments in Verse” (NA 2766-2787) | |
| | {F} April 19 | Archive Visit | No readings; visit Smathers special collection | Archive Reflection #3 |
| 16 | {M} April 22 | Presentations | None | Final Paper Rough Draft |
| | {W} April 24 | Presentations | None | |
| | {F} April 26 | <i>No class/readings due to university reading day.</i> | | |
| 17 | {M} April 29 | <i>No class/readings; final paper due & last day to submit late work.</i> | | Final Paper |

➤ This schedule and the contents of this syllabus are subject to change; we will discuss any significant alterations in class, but check our Canvas page daily for potential updates. ⚡

Course Policies

Deadlines & Mode of Submission

All assignments, discussion boards, papers, and essays are due to the corresponding submission portal on Canvas by midnight (11:59pm) on the date listed on the course schedule (see above). I do accept late submissions, although there is a penalty of one letter grade per day late; for example, turning in a 100pt assignment one day late would incur a -10pt penalty to whatever grade it would have received, whereas a 10pt assignment two days late would be deducted two points from its score. Please submit all documents in the form of Microsoft Word (doc/docx) files or raw text files (rtf) because Canvas isn't a huge fan of other document types (e.g., Pages).

Although I would encourage you to try to stick to all assigned deadlines because they are designed to keep you on track and prevent work from piling up, I do understand that sometimes life throws you a curveball and it ends up being impossible to do your best work due to those circumstances. For this reason, I allow each of you **one no-questions-asked extension of 48hrs** on any assignment, no questions asked; the only requirement I have is that you let me know before the deadline that you would like to use your extension on that particular assignment. For instance, if an essay is due by midnight that Friday, you would just need to email me before 11:59pm that night notifying me that you're using your extension on that assignment; if you do that, your new deadline would be that Sunday by 11:59pm. Do not wait until after a deadline has passed to request an extension. If you have any questions about this policy, feel free to ask!

Attendance & Participation

Attendance is mandatory, and active participation is even more important in order to get the most out of this course. Make sure to arrive on time, be present for the full class time (besides restroom breaks), participate in conversations, practice active listening, and adhere to behavior expectations (see below).

That being said, you may miss up to one week of class meetings with no penalty to your grade; since we meet three times a week, that means you only have three unexcused absences for the semester. However, I strongly encourage you to only use these in an emergency—[attendance is one of the strongest indicators of student success](#). Absence is not an excuse for incomplete assignments; your work will still be due to Canvas on the specified deadline. A student missing two weeks of class meetings will receive an automatic failure.

Discussion Behavior Expectations

Please keep in mind that 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.

Plagiarism

Plagiarism is a serious violation of the Student Honor Code, which prohibits plagiarism and defines it 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:

1. Quoting oral or written materials including but not limited to those found on the internet, whether published or unpublished, without proper attribution.
2. 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.

Keep in mind that plagiarism can also include submitting your own previous work from another class as new work for a current course unless you have received explicit permission from the instructor to include such prior writing in a new assignment. It is also possible to plagiarize without copying any words directly from someone else's work: if you mimic someone else's argument or just change words out for synonyms, you are still plagiarizing their ideas even if you are using your own words. Whenever paraphrasing someone else's ideas, make sure to include a citation so you are clearly distinguishing between your ideas and those of other writers.

In addition to the section on plagiarism, UF students are responsible for reading, understanding, and abiding by the entire Student Honor Code: sccr.dso.ufl.edu/students/student-conduct-code/.

➤ *Pro Tip:* Never copy & paste something from the Internet without providing the exact location from which it came. ◀

Other Course Policies

- **Paper maintenance responsibilities:** Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.
- **UF's policy on Sexual Harassment:** The University of Florida is committed to providing a safe educational, working, and residential environment that is free from sexual harassment or misconduct directed towards any and all members of the community: <https://titleix.ufl.edu/policy-statement/>
- **Policy on environmental sustainability:** Whenever possible, I will use paper-sparing electronic media to distribute our course materials. Consider purchasing electronic editions of assigned texts when they are available or used copies of print texts. If you do not elect to keep your print books, consider sharing them with others after the semester ends. (E.g., donate to the Alachua County Friends of the Library annual book sale.)
- **Course evaluations:** Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations. Toward the end of the semester, you will receive email messages requesting that you do this online: <https://evaluations.ufl.edu/evals/Default.aspx>
- **Accommodations:** Students with disabilities who are requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/), which will provide appropriate documentation to give your instructor early in the semester.

Campus, University, & Online Resources

Writing Assistance

I strongly encourage you to take advantage of the free services offered through the University Writing Studio! Tutors are available to work with you by appointment at any stage of your process, from brainstorming to final revisions. When working on written work for this class (or any other, for that matter), consider seeking assistance from the [University Writing Studio](#) and online resources like the [Purdue OWL website](#).

Students in Distress

For guidance during distressing situations, especially right now during the pandemic, please contact U Matter We Care or the Dean of Students Office. They can help students navigate resources and academic procedures for personal, medical, and academic issues. Please refer to the following list of resources available to you on campus and remotely:

- *U Matter We Care:* <http://umatter.ufl.edu>, umatter@ufl.edu, (352) 294-2273 (CARE)
- *Dean of Students:* dso.ufl.edu/, 202 Peabody Hall, (352) 392-1261
- *Counseling and Wellness Center:* counseling.ufl.edu/, 3190 Radio Road, (352) 392-1575
- *Field and Fork Pantry:* fieldandfork.ufl.edu/, located near McCarty B, (352) 294-2208
- *Student Health Care Center:* shcc.ufl.edu/, multiple locations, (352) 392-1161

Counseling and Wellness Center (CWC)

The CWC believes that the college years are a time for change, growth, inquiry, and development. They strive to help students learn the skills to cope with the stresses of change and growth so they are better able to learn and thrive after their time as a student is over. Their services include short-term counseling, group, and couples' therapy as well as consultation, crisis services, outreach, referrals, self-care, and more.

If you feel like these services could benefit you, consider contacting them at (352) 392-1575 or on their website to set up an appointment: <https://counseling.ufl.edu/services/>. They also offer crisis support for those in need of immediate assistance: <https://counseling.ufl.edu/services/crisis/>.

Other Mental Health Resources

National Resources

- Any emergency, including mental health: 911
- National Suicide Prevention Hotline: 1-800-273-8255
- Spanish-Language National Suicide Hotline: 888-628-9454
- Deaf or Hard of Hearing National Suicide Hotline: 800-799-4889
- Asian LifeNet 24hr Hotline (offering Cantonese, Mandarin, Japanese, Korean, Fujianese): 1-877-990-8585
- LGBTQ+ Hotline: Call 866-488-7386 or text 202-304-1200
- Crisis Text Line (24/7): text HOME to 741741
- Trevor Project (LGBTQ+ support): <https://www.thetrevorproject.org>
- Suicide Warning Signs: <https://www.sprc.org/about-suicide/warning-signs>

Local Resources

- Alachua County Crisis Center: 352-264-6789
- Counseling and Wellness Center (CWC): 352-392-1575 (NOTE: You can call the CWC or walk into the CWC office WITHOUT an appointment if you experience a mental health crisis.)
- Urgent Services at the CWC: <https://counseling.ufl.edu/services/crisis/>