



Strongly Worded Replies: Survey of English Literature (Medieval to 1750)

Section 1827, Class #12434

Fall 2023

Instructor Name: Lillian Marie Martinez

Course Meeting Time and Locations: T 5/6 (11:45AM-1:40PM) & R 6 (12:50PM-1:40PM), MAT 0004

Office Location and Hours: T 3/4 (9:35AM-11:30AM), TUR TBD

Course Website: Canvas

Instructor Email: martinez.lmarie@ufl.edu

Course Description:

In this course, we will examine, discuss, and analyze poetry, dramas, essays, and epics of English Literature from the medieval period to 1750. We will read this time period as one of call (to adventure) and response (to shifting cultural, political, economic, and social circumstances). We will read works that challenge new forms of writing (autobiographies and literary criticism) and old ways of being (colonialism and patriarchal society) as well as those that conform to their fraught milieus (appealing to monarchs, wealthy sponsors, and public values). As we read these strongly worded replies of the literary past alongside their associated cover matter, dedications, art, and audiences, we will write with an eye towards ways these works remain influential and pertinent to our literary 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 (grammar, punctuation, usage), as well as the techniques that produce effective texts. Composition courses are writing intensive. They require multiple drafts submitted to your instructor for feedback before final submission.
- Course content should include multiple forms of effective writing, different writing styles, approaches and formats, and methods to adapt writing to different audiences, purposes and contexts. Students should learn to organize complex arguments in writing using thesis statements, claims and evidence, and to analyze writing for errors in logic.

- 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.

Required Texts:

Beowulf, Facing page translation by R.M. Liuzza, 2nd ed., Broadview Editions, 2013.

Assignments and Grade Distribution:

| | |
|------------------------|-----------------------------|
| Reading Responses 25% | Alternative Text Review 15% |
| Close Reading 15% | Final Paper 30% |
| Landscape Analysis 15% | |

Grading Scale:

| | | |
|------------------|------------------|-----------------|
| A: 94-100 (4.0) | B-:80-83 (2.67) | D+: 67-69(1.33) |
| A-: 90-93 (3.67) | C+: 77-79 (2.33) | D: 64-66(1.0) |
| B+: 87-89 (3.33) | C: 74-76 (2.0) | D-: 60-63 (.67) |
| B: 84-86 (3.0) | C-: 70-73 (1.67) | E: 0-59 (0) |

| Course Assignment | Assignment Description | Word Count | Due Date |
|--------------------------|--|---|--|
| Dear Author | <p>Students will respond to at least one reading per week. Responses will be submitted before class via Canvas. Students may use these responses as spaces to: 1) introduce a question surrounding a particular theme and/or concept; or 2) reflect on a character, moment, theme, or concept in the text; or 3) write to the chosen text's author.</p> <p>Student responses may take the form of non-fiction prose, bullet-pointed lists, diary entries, poetry, letters, blogs, comic, etc. (or a combination of these) so long as each response is at least 200 words. If students are choosing a more creative form of response, explanations for their creative choices will be included in the word count. Students are encouraged to include images, sounds, or other mediums where pertinent in their responses.</p> | <p>12 Total</p> <p>200 Words Each</p> <p>2400 Words Total</p> | Weekly, before class |
| Close Reading | Students will close read a passage of an assigned text. They will forward an argument about the text through breaking down at least 3 formal elements of the passage. | 750 Words | Up to 1 week after chosen text is discussed in class |
| Landscape Analysis | Students will analyze the time period, culture, and audience surrounding an assigned text of their choice. They will then develop an argument surrounding the text based on this analysis. Arguments may center on depictions of royalty, forms of dress, social life, food, gender, family, academics, philosophy, politics, etc. | 750 Words | Up to 1 week after chosen text is discussed in class |
| Alternative Text Review | Students will develop a connection between a text read in class and a contemporary text inspired by or retelling the assigned text. They will: 1) discuss this connection; and 2) critically analyze the two works based within one thematic element they share. | 750 Words | 12/5 |
| Final Paper | Students will forward a strongly worded argument surrounding a particular text read during the semester. They should include at least 5 critical sources (e.g. peer reviewed journals, book chapters, scientific studies, etc.). Students should not regurgitate class discussion and instead forward unique arguments based on their own thinking. Students may use their landscape analysis, closing | 1750 Words | 12/12 |

| | | | |
|--|--|--|--|
| | reading, and/or alternative text review as a starting point for their paper. | | |
|--|--|--|--|

Grading Rubric

**All papers are graded on a percentage scale of 1 to 100%: 90-100, excellent; 80-89, good to very good; 73-79 below average to average; below 72 is not a passing grade. Assignment specific rubrics will be included on each assignment's Canvas page. However, each assignment's rubric will include the above qualifiers with regards to an assignment's thesis, argumentation (e.g. evidence and analysis), style/language, and conclusion.*

An A paper includes an excellent thesis that conveys its ideas clearly and without ambiguity, develops an effective organization of its ideas, and provides effective analysis of evidence from its chosen text.

A B paper includes a good thesis that could use clarification, attempts to develop clear organization of its ideas, and would benefit from further analysis of the text.

A C paper includes a sufficient thesis but is generally obscure about what it intends to argue, does not adequately connect its ideas, and would benefit from further analysis of alternative evidence.

A D paper does not make a claim, does not develop or connect its ideas, and provides little to no evidence in its analysis.

For further information on UF's Grading Policy, see: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Course Schedule

This schedule is tentative and subject to change throughout the semester.

| | |
|---------------------------------------|---|
| UNIT 1: A NEW (EPIC) ADVENTURE | |
| Week 1 | |
| 8/24 | Survey of British Literature Course Introduction |
| Week 2 | |
| 8/29 | "The Wanderer"; "The Wife's Lament"; <i>Beowulf</i> (1-370) |
| 8/31 | <i>Beowulf</i> (371-1250) |

| | |
|---|--|
| Week 3 | |
| 9/5 | <i>Beowulf</i> (1251-2220) |
| 9/7 | <i>Beowulf</i> (2221-End) |
| Week 4 | |
| 9/12 | Chaucer, <i>The Canterbury Tales</i> , "General Prologue" Chaucer, <i>The Canterbury Tales</i> , "The Wife of Bath's Prologue" |
| 9/14 | Chaucer, <i>The Canterbury Tales</i> , "The Wife of Bath's Tale" |
| UNIT 2: LETTERS OF ROMANCE (PLAYS, ESSAYS, POEMS, AND AUTOBIOGRAPHIES) | |
| Week 5 | |
| 9/19 | Margery Kempe, <i>The Book of Margery Kempe</i> (Book 1) Amelia Lanyer, <i>Salve Deus Rex Iudæorum</i> (Excerpts) |
| 9/21 | Philip Sidney, <i>The Defence of Poesy</i> |
| Week 6 | |
| 9/26 | Letters of Mary, Queen of Scots and Elizabeth I Edmund Spenser, <i>The Faerie Queene</i> (Dedication and Book I, Canto I) |
| 9/28 | Edmund Spenser, <i>The Faerie Queene</i> (Book I, Canto IX (Stanzas 21-54) and Canto X (Stanzas 46-58)) |
| Week 7 | |
| 10/3 | Christopher Marlowe "The Passionate Shepherd to His Love" Sir Walter Raleigh, "The Nymph's Reply to the Shepherd" Philip Sidney, <i>Astrophil and Stella</i> (Sonnets 1-9) |
| 10/5 | Shakespeare, Sonnets (1, 18, 116, 130) |

| | |
|--|---|
| Week 8 | |
| 10/10 | John Donne “The Flea” and “Elegy 19: To His Mistress Going to Bed” Lady Mary Wroth, <i>The Countess of Montgomery’s Urania</i> (Book I Excerpt) and <i>Pamphilia to Amphilanthus</i> (Sonnet 1, 16, 103) |
| 10/12 | Introduction to Shakespeare; Shakespeare, <i>Othello</i> (Act I-II) |
| Week 9 | |
| 10/17 | Shakespeare, <i>Othello</i> (Act III-V) |
| 10/19 | John Milton, “On Shakespeare” and <i>Paradise Lost</i> (Book I) |
| UNIT 3: REIMAGINING THE (UN)KNOWN WORLD | |
| Week 10 | |
| 10/24 | Thomas More, <i>Utopia</i> (Book I and Book II, “Geography to Utopia”-“Their Delight in Learning”) |
| 10/26 | Thomas More, <i>Utopia</i> (Book II, “Slaves” to End) |
| Week 11 | |
| 10/21 | Aphra Behn, <i>Oroonoko</i> |
| 11/2 | Margeret Cavendish, <i>The Blazing World</i> (Excerpts) |
| Week 12 | |
| 11/14 | Alexander Pope, <i>The Rape of the Lock</i> |
| 11/16 | Jonathan Swift, “A Modest Proposal” |
| UNIT 5: DEAR READER | |
| Week 13 | |

| | |
|-----------------|---|
| 11/20- 11/21 | Thanksgiving Break Week Final Paper Conferencing |
| Week 14 | |
| 11/28 | Jonathan Swift, "The Lady's Dressing Room" Lady Mary Wortley Montagu's "The Reasons that Induced Dr. S. to Write a Poem Call'd the Lady's Dressing Room" Alexander Pope, "Epistle 2" Anne Ingram, "An Epistle to Mr. Pope" William Hogarth, <i>Marriage A-La-Mode</i> |
| 11/30 | Samuel Johnson, Preface to <i>Othello</i> Samuel Johnson, <i>The Vanity of Human Wishes</i> and "On the Death of Dr. Robert Levet" |
| Week 15 | |
| 12/5 | James Boswell, <i>The Life of Samuel Johnson, LL.D.</i> ("Plan of the <i>Life</i> ," "Fear of Death," "Dread of Solitude," "Johnson Prepares for Death" and "Johnson Faces Death") Samuel Johnson, <i>A Dictionary of the English Language</i> |
| Week 16 | |
| 12/12 | Finals Week Final Paper Due |

Course Policies:

Completion: You must complete all assignments to receive credit for this course.

Attendance: More than six (6) absences will result in automatic failure of the course. Only those absences involving university-sponsored events (such as athletics and band) and religious holidays are exempt from this policy with documentation. I will consider documented extenuating circumstances on a case-by-case basis. For further information on university attendance policy, please see: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Paper Format & Submission: All papers will be submitted through Canvas in an accepted electronic file format (.doc, .docx, .rtf) unless otherwise explicitly stated. Papers should be formatted in accordance

with MLA formatting (Times New Roman 12pt, double-spaced, one-inch margins, MLA header, and MLA citations).

Late Papers/Assignments: Papers received late will be docked a third (1/3) letter grade for each day they are late. Papers later than three (3) days will earn a 0, save for any extenuating circumstances.

Paper Maintenance Responsibilities: Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.

Academic Honesty and Definition of Plagiarism: UF students are bound by The Honor Pledge: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: ‘On my honor, I have neither given nor received unauthorized aid in doing this assignment.’” The Honor Code (<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions.

Grade Appeals: The student should first request a meeting to discuss their final course grade with the course instructor. If you want to submit a Grade Appeal after discussing your grade with your instructor, students may appeal a final grade by filling out a form available from Carla Blount, Program Assistant, in the Department office (4008TUR). Grade appeals may result in a higher, unchanged, or lower final grade. This grade appeal process is for the final course grade and can only be pursued after the semester’s end.

Accessibility: Students with *disabilities* who are requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/>), which will provide appropriate documentation to give your instructor early in the semester.

Counseling and Wellness: *Students who are in distress* or who are in need of counseling or urgent help: please contact umatter@ufl.edu or 352-392-1575 so that a team member can reach out to you. UF’s Counseling and Wellness Center offers additional support: 352-392-1575, or contact them online: <https://counseling.ufl.edu/>

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://ufl.bluera.com/ufl/>

Classroom Behavior: This class, both off- and on-line, is a diverse environment, consisting of individuals from various cultural, socioeconomic, and ethnic backgrounds. Many of the texts we will discuss and write about engage controversial topics and opinions. I expect that you will conduct yourself with civility, decorum, and demonstrate respect for ideas that may differ from your own. While discussions may become impassioned, I will not tolerate rude, coarse, or offensive remarks based upon race, gender, ability, or sexual identity in written assignments or in-class discussion. Disrespectful behavior will result in dismissal, and accordingly absence, from the class.

In-Class Technology: Laptops, e-readers, and/or tablets should only be used for research, writing, or reading related to texts currently under discussion. Silence your cell-phone before class and do not use during lecture/class-discussion.

UF's policy on 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/about/title-ix-rights/>

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. (For example, you could donate them to the Alachua County [Friends of the Library](#))