

**ENL 2012: Survey of English Literature, Medieval to 1750 (Section 9135, Class #19487),  
Spring 2023**

**Instructor Name:** Noah Mullens

**Course meeting times & locations:** M,W F period 4 (10:40am - 11:30am)

**Office Location and Hours:** TBA

**Course website:** Canvas

**Instructor Email:** noahmullens@ufl.edu

## **ENL2012: EARLY ENGLISH LITERATURE AND MEDIA**



This course is designed to introduce students to the broad range of literature from the Middle Ages to 1750. Our central focus is how Early English Literature relates to our current moment.

### **The Present & The Past**

Since we are so removed spatially and temporally from these texts, we will pay close attention to how their tropes, themes, and concerns relate to our own contemporary ones, with a special attention to modern adaptations.

▪ This course confers General Education credit for either Composition (C) or Humanities (H).

▪ Students will have the exciting opportunity to work with the Rare Book Collection

▪ This course also fulfills 6,000 of the university's 24,000-word writing requirement (WR).

## Course Description: Early English Literature and Media

This course is designed to introduce students to the broad range of literary forms and topics from the Middle Ages to 1750. Because this is such a broad period (nearly 800 years), we will work to construct a comprehensive picture of literary history by focusing on how an individual work or author relates to the larger context of English literary history and aesthetics. Analyzing the formal and historical elements of the texts will cultivate a deeper understanding of their significance as we contemplate the text's place in our own lives today. Since we are so removed both spatially and temporally from these texts, we will pay close attention to how their tropes, themes, and concerns relate to our own contemporary ones, with a special attention to modern adaptations of these texts throughout the course. In order to proceed with the above agenda, you will need to rely on your ENC 1101 and 1102 skills in order to form effective, insightful, and persuasive arguments in your written essays as well as in class discussion.

### 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.
- This course includes 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:** All readings will be provided to you via Canvas

**Submission Policy:** Students must submit papers on Canvas **AND** bring in hard copies on the day they are due. All papers must be in 12-point Times New Roman font, double-spaced with 1-inch margins and pages numbered. Students may request to submit a traditional analytical essay or any other academic style essay that suits their educational goals. **Submitted assignments short of the minimum word count will receive zero credit.**

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**Assignments** (see below for Grading Rubric):

**Reading Responses (6 entries, 250 words each)**

These responses should show that you have read the works. You will submit two over the course of the semester. In these you will pick a text and critically analyze them (this could be an argument, a close reading, or otherwise). These are due the day before we analyze the reading through a discussion board.

**Close Reading Assignment (750 words)** (Canvas will include a detailed explanation of this assignment.)

In this essay you will practice close reading and interpretation of a passage or passages of your choosing from works we have read thus far. The words from the passage will not count towards the university writing requirement.

**Rare Book Collection Research Narrative (1000 words)**

During the semester you are required to independently visit the Grand Reading Room in Library East twice. During these visits you will pull several books from the Rare Book Collection and examine them carefully (taking notes and photos). The texts you chose should resolve around a common theme (author, period, genre, series, etc.) and must relate to the course. You will then write a short narrative on your experience.

**Synthesis Analysis Paper (1250 words)** (Canvas will include a detailed explanation of this assignment.)

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. You will address both texts separately then form an argument by putting these two texts side by side.

**Adaptation Paper (1500 words)**

Many of these texts persist because they are retold in subtle or explicit ways. For example, *Hamlet* is adapted both literally (through film, through performance), metaphorically (such as in *The Lion King*), and materially (through different versions of the text over time). For this assignment, analyze an adaptation of a text we read in class or an outside text with instructor approval. The subject of your adaptation project is entirely up to you: it may be a poem, a novel, a film, a comic, a representative episode in a television series, a musical composition, a piece of visual art, etc. Throughout your paper you must account for the ways in which this specific text

addresses the form and content of a key text, address the significance of its mode of adaptation, and discuss implications of such adaptation with respect to the conversations we have had over the course of the semester.

### **Active Participation / Attendance**

Daily and engaged participation is a priority in this course. All students should participate every day in some fashion by offering points of view, raising questions, asking for clarification, participating in group activities, and/or writing when it is required. Short reflections or specific writing exercise may be assigned to submit early as preparation for class through Perusall and Discussion Posts.

*Note: You are encouraged to contact the library's subject specialist if you are using any secondary sources. Use of secondary sources is highly encouraged.*

**Total Word Count: 6000 words**

## **The Middle Ages**

### **Week One: January 9-13**

M – Course Introduction

W – “Introduction” to the Middle Ages in *Norton*

F – *Animated Epics: “Beowulf”* (1998)

### **Week Two: January 16-20**

M – Holiday, No Class

W – *The Old English Exodus. Text, Translation, and Commentary*, trans. by J.R.R. Tolkien (excerpts)

F – *The Old English Exodus. Text, Translation, and Commentary*, trans. by J.R.R. Tolkien (excerpts)

### **Week Three: January 23-27**

M – Parashat Beshalach (audio)

W – *Flee* (1<sup>st</sup> Half)

F – *Flee* (2<sup>nd</sup> Half)

**Week Four: January 30 – February 3**

M – *Sir Gawain and the Green Knight*, Intro and Part 1

W – *Sir Gawain and the Green Knight*, Part 2

F – *Sir Gawain and the Green Knight*, Part 3

**Week Five: February 6-10**

M – *Sir Gawain and the Green Knight*, Part 4

W – *The Green Knight* (1<sup>st</sup> Half)

F – *The Green Knight* (2<sup>nd</sup> Half)

**Week Six: February 13-17**

M – Chaucer, introduction in *Norton*

Chaucer, *The Canterbury Tales*, “The Wife of Bath’s Prologue and Tale”

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

Jean 'Binta Breeze, “The Wife of Bath in Brixton”

F – Rare Book Collection Visit

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

**Week Seven: February 20-24**

**Close Reading Assignment Due**

M – “Introduction” to the Sixteenth Century in *Norton*

“Introduction” to the Early Seventeenth Century in *Norton*

W – *Norton Anthology* section “Mary, Queen of Scots”

F – *Norton Anthology* section “Elizabeth I (& Anne Boleyn)”

**Week Eight: February 27 – March 4**

M – *Spencer* (1<sup>st</sup> Half)

W – *Spencer* (2<sup>nd</sup> Half)

F – William Shakespeare, introduction in *Norton*

**Week Nine: March 6-10**

M – *King Lear* (National Theatre, 1<sup>st</sup> hour)

W – *King Lear* (National Theatre, 2<sup>nd</sup> hour)

F – *King Lear* (National Theatre, 3<sup>rd</sup> hour)

**Week Ten: Spring Break**

**Week Eleven: March 20-24**

M – *Ran* (1<sup>st</sup> Hour)

W – *Ran* (2<sup>nd</sup> Hour)

F – *Ran* (3<sup>rd</sup> Hour)

**Week Twelve: March 27-31**

**Synthesis Analysis Paper Due**

M – John Milton, introduction in *Norton*

Milton, *Paradise Lost* Book I

W – Milton, *Paradise Lost* Book II

F – Milton, *Paradise Lost* Book III

**Week Thirteen: April 3-7**

M – Milton, *Paradise Lost* Book IV

W – Pullman, *His Dark Materials* (excerpts)

F – Rare Book Collection Visit

**The Restoration and the Eighteenth Century**

**Week Fourteen: November 24-28**

M – “Introduction” to the Restoration and the Eighteenth Century in *Norton*

Aphra Behn, introduction in *Norton*

W – Behn, *Oroonoko; or, The Royal Slave* (Part 1)

F – Behn, *Oroonoko; or, The Royal Slave* (Part 2)

**Week Fourteen: April 10-14**

M – *Welcome II the Terrordome* (1<sup>st</sup> Half)

W – *Welcome II the Terrordome* (2<sup>nd</sup> Half)

F – Office Conferences

**Week Fifteen: April 17-21 2850**

M – Olaudah Equiano, introduction in *Norton*;

Equiano, *The Interesting Narrative of the Life of Olaudah Equiano* (Preface – Chapter 3)

W – Equiano, *The Interesting Narrative of the Life of Olaudah Equiano* (Chapter 4 – Chapter 6)

F – Equiano, *The Interesting Narrative of the Life of Olaudah Equiano* (Chapter 7 – Chapter 9)

**Week Sixteen: April 24-26**

**Reading Responses Final Due Date**

M – clipping., *The Deep – Single* (Tracks: “The Deep,” “Aquacode Databreaks,” “Drown’t”)

W – Course Wrap Up

**Rare Book Collection Research Narrative Final Due Date**

**Finals Week: Adaptation Paper Due**

## Course Policies:

1. You must complete all *assignments* at the minimum word count to receive credit for this course.
2. *Attendance*: Attendance is mandatory and will be taken daily. You will fail the course if you accrue six 50-minute absences. You will earn a lowered course grade if you accrue 4 absences. Note that missing a double session counts as 2 absences. Absences will be excused only in accordance with UF policy. Acceptable reasons include illness, religious holidays, military obligation, and those absences covered by UF's twelve-day rule (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx> ).
3. Latecomers receive partial absences, and must see me after class so I know you attended.
4. Laptops may only be used for notes, opening up links provided in class, or for accessibility course. If you are using your device in any other way will result in an absence. If a group or person is presenting you must close your laptop. Students are expected to take notes, come to class everyday with thoughts, and to respect each other
5. *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/about/title-ix-rights/>
6. *Paper Format & Submission*: All assignments are due via Canvas prior to the start of class on the noted due date. If an emergency occurs that affects your ability to complete your work, please notify your instructor as soon as possible. Your papers should be formatted according to MLA style and should be in 12-point Times New Roman font and double-spaced with 1- inch margins with the appropriate heading and pages numbered. Students are required to also bring a paper copy.
7. *Late Papers/Assignments*: Except in the case of certified illness or other UF accepted excuse (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx> ), there will be no make-up option for a missed exam or late assignment. Where possible, make-ups should be arranged by email or in person prior to the expected absence. In case of illness, student should contact instructor on his or her return to classes and produce documentation of their illness or emergency.
8. *Paper Maintenance Responsibilities*. Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.
9. *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.  
UF Student Honor Code:  
A Student must 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. Stealing, misquoting, insufficiently paraphrasing, or patch-writing.



- b. Self-plagiarism, which is the reuse of the Student's own submitted work, or the simultaneous submission of the Student's own work, without the full and clear acknowledgment and permission of the Faculty to whom it is submitted.
  - c. Submitting materials from any source without proper attribution.
  - d. Submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the Student did not author.>
10. 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.
  11. [Students who are in distress or](#) who are in need of counseling or urgent help: please contact [umatter@ufl.edu](mailto: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/>
  12. For information on UF Grading policies, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
  13. *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](mailto:cblount@ufl.edu) Grade appeals may result in a higher, unchanged, or lower final grade.
  14. *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/>
  15. *Classroom Behavior*: 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.
  16. *Recording Policy*: A Student may record a class lecture for three specified purposes as outlined in House Bill 233/Section 1004.097, Florida Statutes:
    - a. For the student's own personal educational use;
    - b. In connection with a complaint to the University where the recording is made
    - c. As evidence in, or in preparation for, a criminal or civil proceeding.

Students may audio or video record a class lecture for a class in which the student is enrolled. Students do not need advance permission, or to provide notice, to record.

A class lecture is defined as an educational presentation delivered by faculty (instructor of record) or guest lecturer, as part of a University of Florida course, intended to inform or teach enrolled students about a particular subject. Lecture is inclusive of faculty-led discussions that are integrated into the educational presentation.

A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving student participation, assessments

(quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

A recording of a class lecture may not be published without the consent of the lecturer.

- a. Publish is defined as sharing, transmitting, circulating, distributing, or providing access to a Recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section.
- b. A recording, or transcript of the recording, is considered to be published if it is posted on or uploaded to, in whole or part, any media platform, including but not limited to social media, book, magazine, newspaper or leaflet.

A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

17. *Writing Studio*: The University Writing Studio is located in Turlington 2215 and is available to all UF students. Free appointments can be made up to twice a week. They are currently offering online appointments. Extra credit is offered when you go. See <https://writing.ufl.edu/writing-studio/> to learn more.

## **Grading/Assessment Rubric:**

### **GRADING SCALE**

A	4.0	94-100%	930-1000	C	2.0	73-76	730-769
A-	3.67	90-93%	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

### **Assessment Rubric**

You should strive to excel in all three of these areas in each written assignment:

- 1) Content: How strong is your argument, development, and support?
- 2) Organization: How well-structured are your paragraphs? Do your overall ideas flow well?
- 3) Mechanics: How frequently do you make errors in grammar, style, and spelling?

An A level assignment is complete in content, is organized well, and has few to no mechanical errors. An assignment of this level also demonstrates originality and creativity, showing that the student took extra steps beyond what was required.

A B level assignment is solid overall in terms of content, organization, and mechanics, but may need some minor revision to one of these three areas. An assignment that receives this grade fulfills assignment expectations, but is also complete in content and relatively free of grammatical or mechanical errors.

A C level assignment has promise in some areas, but lacks the command, organization, persuasiveness or clarity of the A or B assignments. An assignment that receives this grade may be overlooking an important component of the assignment, or need significant revision.

A D level assignment does not yet demonstrate the basic lower division writing expectations. The paper has major issues in content, organization and / or mechanics. Assignments that receive this grade will often be incomplete, or have major issues with organization.

An "E" is usually reserved for students who do not do the assignment or fail to attend class. However, an "E" may also be given if an essay blatantly ignores instructions or has major problems in all three areas of evaluation.

Map to Office:

# 4

## TURLINGTON HALL

DEPARTMENT  
OF ENGLISH  
4008

DEPARTMENT  
OF LINGUISTICS  
4131

