

ENG_OX 255
Survey of English Literature to 1660
 Fall 2012

Mon/Wed 3.45-5.25
 Humanities Hall 201

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Office Hours: Mon/Wed 11am-12pm
 Tues/Thurs 2.30-3.30 (other times by email appointment only)

Course Description

This course explores the fascinating heritage of English Literature, tracing its development from the 7th century CE to the 17th century CE. You will meet the voices and language of the forebears of the English speaking peoples and appreciate the diverse influences that create the language and literature commonly spoken and written in America today. From obscure poets and balladeers, to polemicists and self-publicists, and on to the political and cultural shakers of a bygone age, these voices from the past will find new expression as we critically read and write, as well as orally and aurally explore, the wonders of English Literature prior to the Restoration of King Charles II to England's throne in 1660.

Objectives

The course develops specific reading and writing skills, while allowing students to learn as much as possible about English Literature in its earliest manifestations. Attendance at class is mandatory, which means that you **MUST** attend all classes to appreciate fully the historical sweep and trajectory of the subject and material. Also, **ALL** set texts must be read in full **BY EVERYONE**. This requirement guarantees that class discussion and debate will be of the highest quality. Preparation is the key to success. The set book (above) will come with you to each and every class. You will regularly be required to read aloud from (your copy of) the texts, and to explore your own engagement with its orality, as well as its rhetorical effect on others.

By the end of the course, you will have gained an excellent grounding in the history of English Literature to 1660, and will be best placed to recognize its resonances in later literary constructs. It will be impossible to pick up a novel, or to read a newspaper, or even listen to a contemporary song lyric, without appreciating the historicity of its distinctive voice.

To develop your research skills and to make full use of Oxford College's excellent literary resources of primary and secondary material, we will be visited twice by our personal course Librarian this semester for research guidance and assistance.

General Course Guidelines

Punctual class attendance and participation are required and will form the basis of a significant portion of your grade. Please be present and ready to participate promptly at the start of each class. Lack of regular and thoughtful participation, tardiness, and absences will cause your grade to drop substantially! Also, later work will be weighted more heavily than earlier work, so that you have plenty of room for improvement. PLEASE NOTE: These criteria mean that the average of your paper, project and oral report grades may not equal your final grade.

No late papers or computer excuses will be accepted. Typed and correctly double spaced papers, correct spelling, punctuation, and syntax are expected! If you are unsure about such basics of English composition, please purchase and use one of the many available handbooks of correct English usage. Remember: you have already paid for the use of the Writing Center as part of your tuition! I encourage you to take advantage of this resource, no matter what your current level of writing ability. All texts set should be read in their entirety by the first class period devoted to their study. Please remember to cite any material that

you receive from another source and to clearly identify all quotes. The Honor Code and guidelines on plagiarism will be followed in this course.

Required Assignments

All of the short papers and other assignments noted on the syllabus will be submitted to the Blackboard site as directed. Except where specified, assignments should be posted to Blackboard. Blackboard will be your first port of call for all information about assignments, your grades and your class syllabus. You are responsible for accessing the information and materials posted there.

Plagiarism: The work you submit for class must be your own. You may not submit an essay more than once. If you use another author's words or original ideas in your writing, you must give credit to the author by using the MLA documentation form. All papers suspected of plagiarism will be turned over to the Honor Council (Oxford College Handbook). See the end section of this syllabus.

Required Text

Stephen Greenblatt, et al. (eds), *Norton Anthology of English Literature, Volume 1*, 9th edn (New York: Norton, 2012), has all the texts studied on this course.

Assignments & Evaluation

Research: Essays will often benefit from information derived from other sources. We will follow MLA guidelines for in-text citations and a **bibliography** at the end of each paper **is required**. Essays with incorrect citation format (or no citations or bibliography) will be returned ungraded.

Oral Presentations: you will individually, or in small groups, lead at least one class discussion about that week's text or an assigned topic. You will sign up at the beginning of the semester for the day you will lead. Your oral presentation is 15% of your final grade. If you are absent without an excuse on your assigned day, you cannot make it up.

Reading quizzes: You will take **Five** 5-minute, 5-question quizzes (the chosen texts will NOT be announced in advance). If you read the texts in the *Norton Anthology* as and when directed, you will get 100% of the questions correct; if you don't, you will fail. Each quiz is 2% of your final grade (10% possible).

Essays: Essay lengths are prescribed (as a general rule, your word count should be within 10% of the limit). If this limit is not adhered to, the essay will be returned to you ungraded.

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| Five 5-minute 5-question quizzes: | 2% each | (10% of final grade) |
| Six 500-word essays: | 5% each | (30% of final grade) |
| One 2500 word essay: | 30% | (30% of final grade) |
| Oral Reports: | 15% | (15% of final grade) |
| Class Involvement & Attendance: | 15% | (15% of final grade) |

Business

Office Hours: Please sign up for an appointment during office hours. There will be a sign up sheet outside my door every week. If you cannot see me during office hours, speak to me after class to arrange an appointment.

Late Essays: Your essays are due at the *beginning* of class on the specified date. I will lower the grade for an unexcused late essay by one full letter grade for each day it is late; after one full week the essay will receive an F grade.

Attendance: As noted, attendance is mandatory. There will be no distinction between tardiness and absences. You must notify IN ADVANCE of any absence through sickness or ill health; your classmates may NOT offer explanations on your behalf. Two days of class may be missed through ill health or other pre-arranged and agreed reason (agreed by me that is) without penalty; after that, you will lose 10 points from your attendance grade for each absence.

Email: You MUST use email for the following reasons:

- ☐ to cancel an appointment
- ☐ to notify me of an absence
- ☐ to ask a legitimate question about an assignment
- ☐ to say how much you are enjoying the course!

Emails requesting information contained in the syllabus will NOT be answered. Emails about grades will likewise NOT be answered. Conversations about such matters MUST be in person.

Electronic rules: Laptops are ONLY permitted when I require them for class. Silence your phone and put it away during class.

Course Schedule.

AUGUST

Wed. 29: Introduction to the course. 'Caedmon's Hymn'. Also, familiarize yourself with the 'A' pages at the back of the volume.

SEPTEMBER

Mon. 3: Labor Day NO CLASS

Wed. 5: 'The Middle Ages' (pp. 3-10, 19-25); Bede and Caedmon's Hymn (pp. 29-32); Geoffrey of Monmouth, Wace and Layamon (pp. 130-32) (Add/Drop by 4pm 5 September)

Mon. 10: 'Dream of the Rood' (pp. 32-6); 'Wanderer' (pp. 117-20); 'Wife's Lament' (pp. 120-22). **ORAL REPORTS will be assigned.**

Wed. 12: *Beowulf* (pp. 36-88).

Mon. 17: *Beowulf* (pp. 88-109); *Judith* (pp. 109-11). **ORAL REPORTS**

Wed. 19: 'Anglo-Norman & Middle English Literature' (pp. 10-19); Marie de France, Lanval & Chevrefoil (pp. 154-69). **Paper 1 (500-word) due.**

Mon. 24: *Sir Gawain and the Green Knight* (pp. 183-209). **ORAL REPORTS.**

Wed. 26: *Sir Gawain and the Green Knight* (pp. 209-38).

OCTOBER

Mon. 1: William Langland's *Piers Plowman* (pp. 370-95). **Paper 2 (500-word) due.**

Wed. 3: Lyrics: Julian of Norwich and Margery Kempe (pp. 412-24 & 424-39).

Mon. 8: Geoffrey Chaucer's Prologue to *The Canterbury Tales* (pp. 238-63); 'Medieval English' (pp. 19-25); *Miller's Prologue and Tale* and *Man of Law's Epilogue* (pp. 264-80). FINAL PAPER QUESTIONS TO BE DISTRIBUTED **ORAL REPORTS**

Wed. 10: *Wife of Bath's Prologue and Tale* (pp. 282-310); LIBRARY research session, 4.30-5.25. **Paper 3 (500-word) due.**

FALL BREAK

Wed. 17: *Pardoner's Prologue and Tale* (pp. 310-24).

Mon. 22: *Second Shepherd's Play* (pp. 447-77). **ORAL REPORTS.**

Wed. 24: Sir Thomas Malory's *Morte Darthur* (pp. 480-500) discussion. LIBRARY research session, 4.30-5.25.

Mon. 29: Sir Thomas More, *Utopia*, (pp. 569-575 & Book II, pp. 597-645). Second LIBRARY research session. **Paper 4 (500-word) due.**

Wed. 31: Christopher Marlowe's *Tragical History of Doctor Faustus* (pp. 1106-7 & 1127-66). **ORAL REPORTS.**

NOVEMBER

Mon. 5: William Shakespeare's *King Lear* (p. 1251) Acts 1, 2 & 3. **ORAL REPORTS.**

Wed. 7: *King Lear* Acts 4 & 5.

Mon. 12: Sonnets: Sir Thomas Wyatt (pp. 646-59); Henry Howard, Earl of Surrey (pp. 661-71); Sir Philip Sidney's *Astrophil and Stella* 1, 2, 5, & 74 (pp. 1084-6 & 1096); Sir Edmund Spenser's *Amoretti*, 1 & 75 (pp. 985-6 & 989); Robert Southwell's 'Burning Babe' (pp. 698-9); Michael Drayton's Idea 'Ode' (pp. 1015-17). **Paper 5 (500-word) due.**

Wed. 14: Shakespeare's Sonnets: 3, 12, 18, 29, 30, 55, 71, 73, 106, 116, 129, 130, 1348, 146 (p. 1166 on).

Mon. 19: Edmund Spenser's *Faerie Queene* Book 1, cantos 1-12 (pp. 775-7 & 781-985). **ORAL REPORTS**

Wed. 21, 22, 23: THANKSGIVING

Mon. 26: John Donne (p. 1370 on), 'The Flea', 'The Good Morrow', 'Song', 'The Sun Rising', 'The Indifferent', 'The Canonisation', 'A Valediction: Forbidding Mourning'; Holy Sonnets 1, 5, 7, 9, 10, 11, 13, 14; Ben Jonson: 'On My First Daughter', 'To John Donne', 'On My First Son', 'On Gut'. PLUS 'The Early Seventeenth Century' (pp. 1341-68). **Paper 6 (500-word) due.**

Wed. 28: George Herbert (p. 1705 on), 'The Altar', 'Redemption', 'Easter Wings'; Robert Herrick (p. 1756): 'To the Virgins', 'Upon Jack and Jill', 'To Marigolds', 'His Prayer to Ben Jonson'.

DECEMBER

Mon. 3: John Milton's *Paradise Lost* (pp. 1897-1901): Book I, lines 1-380; Book II, lines 629-1055; Book III, lines 1-430; Book IV, lines 288-538. **ORAL REPORTS**

Wed. 5: *Paradise Lost*, Book IX, complete.

Mon. 10: Last Class. **Final 2000-word paper due.**

PLEASE NOTE: any aspect of this syllabus is subject to change at the discretion of the instructor.

GRADING POLICIES

Papers:

A = 93-100%; A- = 90-92% -- an "A" (90-100%) paper offers a persuasive, eloquent, stylistically sophisticated argument. It presents a compelling thesis, which is then developed into a well-structured,

coherent essay. An “A” paper uses evidence effectively. Such a paper thoughtfully considers and analyzes other viewpoints, including the views of the paper’s intended audience. An “A” paper’s style is distinctive, and this style helps further the writer’s argument.

B+ = 87-89%; B = 83-86%; B- = 80-82% -- a “B” (80-89%) paper also offers a convincing argument. It has an interesting thesis and is, on the whole, well structured. Like an A paper, it too considers alternative positions and does so in a thoughtful manner. A “B” paper’s style is clear and relatively free of errors that could hinder its readability and/or persuasiveness. A “B” paper grasps the significance of style in making an effective argument.

C+ = 77-79%; C = 73-76%; C- = 70-72% -- a “C” (70-79%) paper makes an argument but does not do so effectively. It may fail to present evidence in support of its thesis or it may present evidence in a haphazard and hence unconvincing manner. In addition, a paper will receive a “C” if it is stylistically unsophisticated, replete with digressions, lacks a sense of audience, or ignores opposing opinions.

D+ = 67-69%; D = 60-66% -- a “D” (60-69%) paper fails to present an argument. The paper lacks a thesis and is merely a string of ideas, some of which may be very interesting but none of which are developed into a clear, rational, coherent essay. Additionally, a plethora of typos, stylistic problems, or grammatical flaws may turn any paper into a “D” paper if such lapses significantly affect the essay’s readability.

F = <60% -- an “F” (less than 60%) paper is the product of a lack of care on the part of the writer. In an “F” paper, the writer may neglect to hand in the assignment; refuse to address the paper topic; or violate common standards of decency.

Participation:

A student receiving an “A” for participation arrives to class on time, well-prepared and ready to join in the classroom discussion and other activities. This student contributes readily and thoughtfully, but doesn’t dominate; shows respect for other students; and helps advance the conversation or activity.

A student receiving a “B” for participation is prepared and respectful of others, but may need to be prompted to participate. He/she is actively involved in all discussions and activities, but may take a less prominent role.

A student receiving a “C” for participation generally arrives on time and prepared, but needs to be prompted to participate in large and small group activities. Students who find large group discussions difficult should talk to the instructor to determine ways to offset this challenge.

A student receiving a “D” for participation arrives late or unprepared regularly and/or disrupts the class in some way (disrespectful to other students; consistently tangential remarks etc.).

A student receiving an “F” for participation is often absent, late, or unprepared, and does not contribute to the discussion or class activities in a productive way.

Final Grades:

When final grades are calculated, later work will be weighted more heavily than earlier work in order to allow for improvement and development of skills in writing, participation, and textual analysis. Each student will receive a large number of grades during the course of the term (for papers, participation, attendance, oral reports etc.), so that you have a number of areas in which to succeed. Please come and see the instructor during office hours or by appointment at any point during the term when you would like to discuss your progress.

Oxford Student Honor Code

The responsibility for maintaining standards of unimpeachable honesty in all academic work and in campus judicial proceedings falls upon every individual who is a part of Oxford College of Emory University. The Honor Code is based on the fundamental expectations that every person in Oxford College will conduct his or her life according to the dictates of the Honor Code and will refuse to tolerate actions in others that would violate the Honor Code.

Article 1: Academic Misconduct

Academic misconduct is an offense generally defined as any action or failure to act that is contrary to the integrity and honesty of members of the academic community.

A. Such offenses include, but are not limited to, the following:

1. Seeking, acquiring, receiving, or giving information about the conduct of an examination, knowing that the release of such information has not been authorized
2. Plagiarizing
3. Seeking, using, giving, or obtaining unauthorized assistance in any academic assignment or examination
4. Intentionally mis-shelving, damaging or removing library materials without authorization
5. Intentionally giving false information to professors or instructors for the purpose of gaining academic advantage
6. Intentionally giving false testimony in an Honor or Conduct Board hearing or refusing to give evidence when requested by the Honor Council
7. Intentionally giving unauthorized information regarding hearings of the Oxford College Conduct Board or Honor Council
8. Breach of any duties prescribed by this code

B. A duty of confidentiality is implicit in the Honor System. It is academic misconduct under this Code for any member of the Honor Council, a student witness, or any student (other than the accused) who has obtained knowledge of an Honor Council proceeding, past or present, to breach this confidentiality. Nothing in this paragraph shall restrict communications to officials of the University where knowledge is necessary to the performance of the officials' duties nor shall it restrict disclosure required by law.

C. Harassment of witnesses or anyone involved in an Honor Council hearing, before, during or after the hearing constitutes academic misconduct.

Article 2: Honor Pledge and Obligation

A. A student's submission of any work to be evaluated for course credit constitutes a declaration that he or she has neither given nor received unauthorized information on the work, nor has condoned the giving or receiving of unauthorized information by others.

B. Each student at Oxford College of Emory University agrees to abide by the honor pledge and takes upon himself or herself the responsibility of upholding the Honor Code. Each student is urged to inquire of the Honor Council about any doubtful case at any time throughout the year.

C. Each professor shall explain to his or her classes at the beginning of each semester any special aspects of the Honor Code as it pertains to that course.

D. "State of the Honor Code" meeting of the student body and the Council shall be held periodically upon the call of the Council. The purpose of these meetings will be to discuss how the Honor Code is working, to strengthen understanding of the Code among members of the College community, and to promote improvements.

PLEASE NOTE:

Student work submitted as part of this course may be reviewed by Oxford College and Emory College faculty and staff for the purposes of improving instruction and enhancing Emory education.