

**FACULTY OF ARTS  
DEPARTMENT OF ENGLISH  
COURSE OUTLINE**

**ENGLISH 305: LITERATURE BEFORE 1700**

Fall 2018

**Lecture Date and Time:** T3:30-4:45

**Room:** ICT121

**Instructor:** Dr. Morgan Vanek

**Office hours:** T/R 2:00-3:00 p.m.

**Office:** SS1106

**E-mail:** [morgan.vanek@ucalgary.ca](mailto:morgan.vanek@ucalgary.ca)

**Tutorial leaders:** Shuyin Yu ([shuyin.yu1@ucalgary.ca](mailto:shuyin.yu1@ucalgary.ca)); Colin Gibbings ([colin.gibbings@ucalgary.ca](mailto:colin.gibbings@ucalgary.ca)); Kaitlyn Purcell ([kpurcell@ualberta.ca](mailto:kpurcell@ualberta.ca)); Hebe Tocci Marin ([hebe.toccimarin@ucalgary.ca](mailto:hebe.toccimarin@ucalgary.ca)); and Dania Idriss ([didriss@ucalgary.ca](mailto:didriss@ucalgary.ca))

### Course description

Surveying works of literature in English from the Middle Ages to the beginning of the eighteenth century, this course will explore what it means to read literature in its historical context. Early in the term, we'll read *Beowulf*, selections from Chaucer's *Canterbury Tales*, and early modern sonnets with the timelines and period introductions provided by our Norton anthology close at hand, bringing history 'in' to explain how new forms of literary expression developed to respond to major shifts in political and religious authority. By mid-term, however, we'll begin to use our course readings to respond to and revise these historical narratives – and by the end of term, you'll have both the broad knowledge of literary history and the research skills you'll need to explain what literature and literary analysis can add to our understanding of the life of mind of moments other than our own.

### Required reading

*The Norton Anthology of English Literature*, 10th ed. (Package 1: Volumes A, B, C) is available at the University of Calgary Bookstore. One additional required reading – Defoe's "The True-Born Englishman" – will be posted on D2L. You may also find the following reference guides useful: M.H. Abrams, *A Glossary of Literary Terms* (7th ed. or later), and the *MLA Handbook* (8th ed.).

### Assignments and Evaluation

<i>Assignment</i>	<i>Due date</i>	<i>Weight</i>
<i>Beowulf</i> Assignment (500 words)	Sept. 27	10%
<b>Research Process Portfolio</b>		
Worksheet #1 (Close Reading)	Oct. 18	5%
Worksheet #2 (Research Summary)	Nov. 8	10%
Essay (1750-2000 words)	Nov. 29	20%
<b>Participation</b>		
Quizzes: Continuity & change (x 5)	See reading schedule	5%
Lecture participation (TopHat)	Weekly	5%
Tutorial participation	Weekly	5%
Tutorial presentation (15 min.)	TBC	5%
<b>Exams</b>		
Midterm exam	Oct. 11	10%
Registrar-scheduled exam	TBC	25%

## Assignment details

### **Beowulf Analysis (10%)**

For your first assignment, you will select an unfamiliar term from a list of literary devices commonly found in Old English literature, and then you will use a good literary glossary to research this term's definition and common effects. In 500 words, you will summarize what you've learned from your research, identify an example of the device you've chosen at work in *Beowulf*, and present a brief close reading to explain how this device makes meaning in the example you've identified. Your *Beowulf* analysis is worth 10% of your final grade.

### **Research Process Portfolio (35%)**

From Weeks 7-12, you will complete your final research project in three steps.

- First, you will complete Worksheet #1 (due Oct. 18), which will ask you to present a brief close reading of one of our course texts and identify 2-3 questions for further research. (You can choose any course reading you'd like for this assignment, and you will be able to choose your subject for further research from a list of key terms related to each historical period.) Worksheet #1 is worth 5% of your final grade.
- Then, after a brief workshop about how to use the University of Calgary library system, you will complete Worksheet #2 (due Nov. 8), which will ask you to summarize at least three different perspectives on the subject you've chosen to research and identify 2-3 new questions to guide your revised close reading. Worksheet #2 is worth 10% of your final grade.
- Finally, you'll write a brief essay (1750-2000 words) to demonstrate what the text you've chosen has to say about the subject you've researched, and what new questions your analysis might open for our broader understanding of literature of the same period. You'll submit this essay along with your whole research process portfolio – Worksheets #1 & 2 – on Nov. 29. Your final essay is worth 20% of your final grade.

*Please note:* You are welcome to select a new text or new research subject at any point during this process. If you do, however, please note that all of the worksheets you submit as your process portfolio on Nov. 29 must address the primary text that you treat in your final essay.

### **Participation (20%)**

Your participation in this course will be assessed in four parts.

- **Quizzes (5%):** This course will consider four (broadly defined) periods of English literary history: Anglo-Saxon literature (and Middle English literature), the sixteenth century, the seventeenth century, and the very beginning of the eighteenth century. Just before we move between these periods, you will be encouraged to read the Norton introductory headnote to the period we are about to discuss. To check your understanding, you will also be invited to complete a short, open-book quiz on this material. Each of these quizzes must be completed before class on the due date indicated on the syllabus, except for Quiz #5 (on *The Wider World*), which can be completed at any point before our last class meeting. Each quiz is worth 1% towards your final grade.
- **TopHat (5%):** Your grade for your participation during our lectures (5%) will be based on your responses to the TopHat questions posed to the class once during each class meeting; each response (up to a total of 10) will be worth 0.5%, and they will be marked for completion.

- **Tutorial participation (5%):** Your grade for your participation in your tutorials (5%) will be based on evidence of your active and substantial engagement with the course material. Evidence of active and substantial engagement in this course will include: making comments that consistently demonstrate careful thought and creative analysis, listening actively and responding thoughtfully to your peers, contributing to cooperative argument-building by attempting to synthesize discussion and relate new readings to prior course material, and arriving fully prepared with specific questions and ideas to share during each tutorial meeting. At midterm and at the end of term, you will have the opportunity to complete a participation self-assessment that your tutorial leader will use to inform your final tutorial participation grade.
- **Tutorial presentation (5%):** Once during the term, you will be responsible for co-facilitating a tutorial discussion as part of a presentation group. In this presentation, your group should compare the text scheduled for discussion to one other course text the class has already read, highlighting at least one key formal or thematic difference between these texts and posing 1-2 questions about its possible significance. Outside of completing the assigned readings, you do not have to do any extra research to develop your questions, nor are you required to have answers to the questions you raise. Your questions must be submitted on the Tuesday before the tutorial meeting in which the material will be addressed; on Wednesday, your TA will post the questions on D2L, and all members of your tutorial will be expected to have read and considered them by your Thursday tutorial meeting. This presentation is worth 5% of your final grade for this course – and because this presentation is meant to be a collective effort, each member of your group will receive the same grade.

To make the most of our time together, please bring your books and notes with you to both lectures and your tutorial meetings.

### **Exams (35%)**

There are two multiple-choice exams for this course. The midterm, which will take place during your Oct. 11 tutorial meeting, is worth 10% of your final grade. The final exam, which will be cumulative, is worth 25% of your final grade. The final exam will be scheduled by the registrar, which means that you must be available up until the last day of the Fall term exam period (December 10-20). Both of these exams will be ‘closed book’.

## **Policies & Guidelines**

### **Respectful Classroom Conduct**

In order to create an atmosphere conducive to respectful conversation and the free exchange of ideas, please be considerate of your peers. We expect you to arrive on time and prepared for class, to keep from interrupting one another, and to give your full attention to our discussion. Rudeness, derogatory language, or personal attacks are not permitted. If you have any concerns about the class, or about your ability to fully participate during our lectures or your tutorials, you are always welcome to make an appointment to meet with me during office hours.

### **Talking (and Writing) About Difficult Subjects**

Some of the texts assigned for this course will ask you to think critically about the literary treatment of violence, and our in-class discussions will address the contemporary legacies of the many forms of structural oppression we’ll find in our readings. If you find this work especially uncomfortable, or you would like to talk privately about how literary critics learn to engage with material that we find personally difficult to read, I hope you will visit my office hours. In the meantime, please remember that each member of our course will bring different experiences with this material into the classroom – so let’s

approach each of our class discussions with patience and respect for one another, and do our best to take care of ourselves.

### **Office Hours & Email**

All updates regarding readings or changes to the schedule will be posted on D2L. Whenever possible, however, I prefer to discuss course business in person during office hours, so I hope you will visit me during the weekly drop-in office hours that will take place just before class, or before your tutorial meetings (Tuesday and Thursday, 2:00-3:00 p.m.). You will be able to find me in room SS1106 (down the hallway to the left of the elevators).

If you have a brief question about course business that has not been addressed on the syllabus, you are also welcome to email me. Please use your University of Calgary email address and put the course code [ENGL305] in your subject heading to ensure a prompt reply. Note, however, that I do not check my email regularly after 7:00 p.m. or on weekends. For additional advice about professional communication, please refer to the resources posted on D2L.

### **Electronic Devices in Class**

You are welcome to take notes on a laptop, but please be mindful about your use of electronic devices in class. Checking social media sites, sending personal messages, and participating in other online activities unrelated to class distracts both you and the people around you – so unless the whole class has been asked to log on to TopHat to participate in a quiz, please use your laptop only for word processing, and keep your cell phone stowed in your pocket or bag.

### **Tutorials & the ENGL305 teaching team**

Unless the syllabus states otherwise, the readings scheduled for discussion during each tutorial meeting are the same as the readings scheduled for discussion during the lecture on Tuesday. To this end, both your tutorial leader and I will expect you to have completed all of the assigned reading before the lecture on Tuesday, and to bring new questions for in-depth discussion to your tutorial meeting later in the week.

Your tutorials are also intended to offer you an opportunity to practice the skills you'll need to carry out all of your major writing assignments for this course. For this reason, your tutorial leader will be responsible for grading your *Beowulf* analysis, your research process portfolio (Worksheets #1 & 2, and your final essay), and your tutorial presentation, and you can expect to use your tutorial meetings to troubleshoot common concerns about these works-in-progress throughout the term. This also means that all questions about the expectations or logistics related to these assignments should be directed first to your tutorial leader – though you are, of course, always welcome to set up an appointment to discuss any aspect of the course during my office hours, too.

### **Late Assignments**

All assignments must be submitted via D2L as either a Word document (.doc) or PDF (.pdf) by or before 11:59 p.m. on the day that they are due. For your *Beowulf* analysis and final essay, the late penalty is 2% per business day (up to a maximum of 5 business days, after which point the assignment will receive a mark of 0). For each of the worksheets that will make up your research process portfolio, the late penalty is 1% per business day (up to a maximum of 2 business days, after which point the assignment will receive a mark of 0). There are no extensions. In the case of serious illness, please email your TA – copying me – as soon as possible to discuss an alternate submission date, and plan to submit **appropriate documentation** along with your assignment. Late papers should also be submitted online as a PDF (.pdf).

### **Deferral of term work and final examinations**

Should you require an extension for completion of term papers or assignments beyond the deadline of five days after the end of lectures, you must complete an Application of Deferment of Term Work form. For more information, refer to [the University Calendar site on the Deferral of Final Examinations](#). See [Calendar](#).

### **Academic regulations and schedules**

Consult [the University Calendar](#) for course information, university and faculty regulations, dates, deadlines and schedules, student, faculty and university rights and responsibilities.

### **Grade appeals**

Consult [the University Calendar site on the Reappraisal of Grades](#) and request advice from the English Department office, SS 1152. Please note that “mere dissatisfaction with a decision is not sufficient grounds for the appeal of a grade or other academic decision.”

### **Grading system**

In this course, all essays, midterms, and exams will receive a numerical grade, which can be converted to the [University of Calgary’s four-point Undergraduate Grading System](#) using the following scale:

90 + %	A+	4.0
85 – 89 %	A	4.0
80 – 84 %	A–	3.7
77 – 79 %	B+	3.3
74 – 76 %	B	3.0
70 – 73 %	B–	2.7
67 – 69 %	C+	2.3
64 – 66 %	C	2.0
60 – 63 %	C–	1.7
55 – 59 %	D+	1.3
50 – 54 %	D	1.0
0 – 49 %	F	0

*Notes:* According to the University Calendar (F.1), instructors may use their discretion when rounding upwards or downwards when the average of term work and exams is between two letter grades. Also, although the A+ is solely an honorific that entails no additional points in the four-point system, the ENGL305 teaching team will occasionally use this mark to distinguish superlative work that exceeds expectations in style, correctness, intellectual depth and breadth, sophistication, and originality.

Students do not need to complete every assignment in order to pass this course.

## **Academic Integrity**

Plagiarism, even where it is unintentional, is a serious academic offense. Please read the following information carefully. The penalty routinely recommended by the English Department for documented plagiarism is failure of the course in which the offence occurred; academic probation is also routinely applied at the Faculty level. Suspension or expulsion can result from severe or repeated plagiarism.

The University Calendar states:

1. Plagiarism - Essentially plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Most commonly plagiarism exists when:

- (a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test),
- (b) parts of the work are taken from another source without reference to the original author,
- (c) the whole work (e.g., an essay) is copied from another source, and/or,
- (d) a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted.

Plagiarism occurs when direct quotations are taken from a source without specific acknowledgement, or when original ideas or data from the source are not acknowledged. Citing your sources in a bibliography is not enough, because a bibliography does not establish which parts of a student's work are taken from other sources. MLA (Modern Language Association) documentation or other recognized forms of citation must be used for this purpose. Advice on adequate documentation can be found [here](#).

### **Department of English Statement on Principles of Conduct**

According to [the University Calendar](#), "The University of Calgary community has undertaken to be guided by the following statements of purpose and values: to promote free inquiry and debate, to act as a community of scholars, ..., to respect, appreciate, and encourage diversity, [and] to display care and concern for community". The Department of English, like the university as a whole, is committed to a "positive and productive learning and working environment." This environment is characterized by appreciation and encouragement of diversity and respect for the dignity of all persons: students, support staff, and faculty. The department will not tolerate unacceptable behaviour, such as threatening gestures, threatening or abusive verbal or written communication (including e-mails), or any conduct that "seriously disrupts the lawful education and related activities of students and/or university staff." Any cases of such misconduct should be reported immediately to the department Head, who, depending on the nature and severity of the incident, may then take further appropriate action.

## **Student Support**

### **Accessibility Services**

If you have a disability or any other concern about your ability to fully participate in this class, please contact Student Accessibility Services at (403) 220-8237 or refer to [this website](#) for their hours and location. If you require accommodations related to your coursework based on a protected ground other than disability, the University [Student Accommodation Policy](#) requires you to communicate this need in writing. If you contact Student Accessibility Services using the information listed above, their counselors can help you process the request and issue letters of accommodation to your instructors.

### **Academic and Personal Counseling**

University can be a stressful time. If you are experiencing difficulty adjusting to university life, coping with anxiety or depression, or just want help developing good time- and stress- management skills, please contact [the Wellness Centre](#) to set up an appointment. Alternatively, you can work on your note-taking, essay writing, and exam preparation skills at [the Student Success Centre](#).

### **Faculty of Arts Program Advising and Student Information Resources**

For program planning and advice, contact the Student Success Centre at (403) 220-5881 or visit them on the 3<sup>rd</sup> Floor of the Taylor Family Digital Library. For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie Library Block. You can also visit [the Faculty of Arts website](#) for more detailed information on common academic concerns. You can reach the Student Ombudsman's Office [here](#).

### **Writing Centres**

Learning to write well is an important part of this course, and I hope to provide you with plenty of support in this effort. If you feel like you would benefit from additional support, however, please consult [the Writing Support section](#) of the Student Success Centre website for a list of online and workshop writing supports for University of Calgary students.

### **Library and Research Support**

You can find the English library and research guide [here](#). Melanie Boyd, Librarian for English, offers research support to students, including strategies for finding articles, books, and other library materials. You can contact here at [maboym@ucalgary.ca](mailto:maboym@ucalgary.ca).

### **English Department Website**

For more information about courses, programs, policies, events and contacts in the Department of English, please visit the department's [website](#). Please note that the course outlines posted on the English Department website constitute the official course outline for purposes of appeals, so you should verify any hard copies against this posted version. For courses which employ numerical grades, the official departmental percentage to letter grade conversion scale is also posted on the department website. You can also follow the Department of English on [Facebook](#) & [Twitter](#).

### **Scribe and Muse Club for English Students**

The [Scribe and Muse Reading and Writing Club \(SMRWC\)](#) fosters and champions reading and writing through community service, leadership, and engagement. SMRWC also strives to enhance the academic and social experience of undergraduate students by promoting academic excellence and interaction between students, faculty, and the community, through social, cultural, and academic events. You can contact SMRWC at [smecuofc@gmail.com](mailto:smecuofc@gmail.com).

### **Contact for Students Union Representatives for the Faculty of Arts**

[arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca), [arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca), [arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca)

### **Emergency Evacuation/Assembly Points**

In the event of an emergency during our class, please assemble at one of the locations identified [here](#). The Social Science – Food Court is the Assembly Point closest to our classroom.

### **“Safewalk” Program**

Day or night, you can contact **Campus Security** at (403) 220-5333 for assistance or an escort through the “Safewalk” Program. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.

### **Freedom of Information and Protection of Privacy Act**

As a publicly funded institution, the University of Calgary is under the jurisdiction of the provincial *Freedom of Information and Protection of Privacy* (FOIP) Act in all aspects of its operations as a publicly funded institution. For more information, please contact **the Legal Services office**.