

ENGL 410 (W2014)
 DEPARTMENT OF ENGLISH
 FACULTY OF ARTS
 UNIVERSITY OF CALGARY
 #engl410

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COURSE DESCRIPTION & GOALS

“I value language as a conduit,” wrote Sir William Alexander in 1635 — a conduit that shapes “adorned truth and witty inventions” into suitable words [GA 298]. Modern and Elizabethan literary critics use the same conduit to turn our wisdom into eloquence, our thoughts into words. That was the humanist ideal, and in English 410 we’ll use conduits like digital media to make it the humanities’ ideal. Our readings intermix poetry and criticism, while our critical writings alternate between research papers and digital forms that “fly like thought” (Shakespeare, *King John*). By the end of this course, you will grasp the historical contexts, the major poetic forms and linguistic conventions, and the principal poets and critics of the Elizabethan era. Your written contributions will propagate and enrich the world’s knowledge about them all.

Prerequisite(s): English 302 and either 240 or 340.

TEXTBOOKS

- * *Sidney’s ‘The Defence of Poesy’ and Selected Renaissance Literary Criticism*, ed. Alexander (Penguin, 2004).
- * *The Penguin Book of Renaissance Verse*, ed. Norbrook and Woudhuysen (Penguin: 2005).

EVALUATION

		90 + %	A+	4.0
Writing contract	5%	85 – 89 %	A	4.0
Response paper	15%	80 – 84 %	A–	3.7
Unessay proposal	5%	77 – 79 %	B+	3.3
Unessay itself	20%	74 – 76 %	B	3.0
Participation report	25%	70 – 73 %	B–	2.7
Take-home exam	30%	67 – 69 %	C+	2.3
	TOTAL 100%	64 – 66 %	C	2.0
		60 – 63 %	C–	1.7
		55 – 59 %	D+	1.3
		50 – 54 %	D	1.0
		0 – 49 %	F	0.0

Each component is graded on a percentage scale. At right are their letter-grade equivalents.

You must complete these 3 assignments to pass this course: the Response paper, the Unessay, and the Take-home exam.

WRITING CONTRACT (5%)

Students in English 410 are in a wide range of other courses, each with their own deadlines. With this calendar in mind, consider your schedule from January to March 2014 and propose your own deadlines for the **Response paper**, the **Unessay proposal**, and the **Unessay itself**. Write a one-page proposal that specifies firm deadlines *and late penalties* for these three assignments. Here are the parameters:

- * Your contract is due in class (11:00 a.m.) on Tuesday, January 28th.
- * The Response paper and the Unessay must be due **at least two weeks apart**. (The order is up to you.)
- * The Unessay proposal must be due **at least two weeks before** the Unessay itself. (So in theory, it could be due the same day as your Response paper. In practice, that might be a bad idea.)
- * I will grade every assignment you submit *within two weeks*. At minimum, this will be a percentage. You can expect more qualitative comments on your Response paper and your Unessay.
- * The late penalties must be at least **1%** per business day (when the university is open), and at least **10%** after the first week.
- * No deadline can be later than **Friday, March 21st**. The Department of English stipulates that an instructor must “provide marked feedback on 40% of a student’s final grade (provided students meet posted deadlines) by ... [April 7th], one week before the withdrawal date.”
- * You get one free extension on any one assignment in the course. For this and other details see my Submission Policy, below.
- * Include two signature lines at the bottom of the page. Once both you and I sign your contract, it is binding.

RESPONSE PAPER (15%)

This is a short (1000-word) response to a scholarly article (not a book review) published since 2004 in any of the following journals: *English Literary Renaissance*; *Renaissance Quarterly*; *Studies in English Literature*; *Shakespeare Quarterly*; *Spenser Studies*; *The Sixteenth Century Journal*; *Studies in the Literary Imagination*; *The Huntington Library Quarterly*. Answer two questions:

1. What import does its argument (the *what*) have on any of the critical or poetic texts we are reading?
2. Assess the methodology (the *how*) the author uses to make her or his argument. How does s/he use textual evidence, and other critics/sources? How does s/he make the argument in stages? Is there a thesis statement, introduction, and/or conclusion? Would you do it differently?

Include a word-count (including quotations, but excluding Works Cited) on your title page. Remember that effective critical writing is clear, precise, and concise. 1000 words is a strict maximum, so don't waste precious words on a lengthy introduction or conclusion; plunge into your argument from the first sentence.

UNESSAY (5% + 20%)

This is your opportunity to make a compelling argument free of the formal strictures of a traditional essay. Use any form or media — *except* a conventional research essay — to make a compelling and effective argument that uses textual evidence. To quote Daniel O'Donnell, whose assignment I have adapted, “in an unessay you have complete freedom of form: you can use whatever style of writing, presentation, citation — even media you want. What is important is that the format and presentation you do use helps rather than hinders your explanation of the topic.” Past students have experimented with a range of rhetorical forms: TED talks, board games, Twitter feeds, podcasts, mind-maps, Pechakucha slideshows, comic strips, and blogs.

I recommend you read O'Donnell's assignment (linked on the blog); but I depart from it in two ways:

1. First, I'm explicitly asking for an argument using quotations (textual evidence) from both the poets and the critics we are reading — i.e. from both the Elizabethan verse and prose texts, in both of the required textbooks. (Your choices here *will affect* your final exam; see that section for details.)
2. Second, I'm asking you to respond to these broad questions: **What is poetry for? What are its aims and purposes? Are they stable and universal?**

Your **Unessay proposal** is due two weeks before the Unessay itself. This is a one-page summary of **how** you will interpret this question using the poets and critics we are reading; and **why** your argument is best suited to the form you've chosen — i.e. beyond its novelty value.

I will grade your Unessay using three categories, each worth a third of your grade:

- * 1/3 of your grade is based on how **compelling** your argument is. I'll use O'Donnell's definition:
 - * it is as interesting as its topic and approach allows
 - * it is as complete as its topic and approach allows (it doesn't leave the audience thinking that important points are being skipped over or ignored)
 - * it is truthful (any questions, evidence, conclusions, or arguments you raise are honestly and accurately presented)
- * 1/3 of your grade is based on how **effective** your presentation is. O'Donnell again:
 - * it is readable/watchable/listenable (i.e. the production values are appropriately high and the audience is not distracted by avoidable lapses in presentation)
 - * it is appropriate (i.e. it uses a format and medium that suits its topic and approach)
 - * it is attractive (i.e. it is presented in a way that leads the audience to trust the author and his or her arguments, examples, and conclusions).
- * The final 1/3 of your grade is based on how well you use **textual evidence**.
 - * When you build an argument, are you quoting sources both to substantiate it and to make it nuanced? When you make an assertion, how does it move beyond opinion to specific

interpretation? The answer to these questions lies in assiduous quotation, and in making it clear (when you quote) why it's essential to consider your sources in their original forms.

- * In other words, why quote when you could paraphrase? Because evidence is more than just compiled pieces cut-and-pasted from your source; rather, it interweaves assertions with interpretations of those pieces.
- * How you cite sources is up to you, and may depend on the form you choose; just ensure that your use of someone else's ideas is always transparent, and offers a way for me or others to access those ideas in their original forms.

PARTICIPATION REPORT (25%)

Participation means your imaginative and critical engagement with the history, forms, conventions, poets, and critics we cover — including your reading of the required texts, and your readiness to share your reactions to them. But participation is much easier to define than to measure. I could assign scores to your in-class or online contributions, giving you 2 points for every question you ask in class, or 3 for every blog post. But that would just gamify a system that should be self-regulated.

So here's a better system. At the end of the course, submit a **one-page self-assessment** of how you created (not just consumed) different kinds of content in response to any aspect of the course. Your options include:

1. In-class attendance and questions
2. Posts on the course blog, and comments on other people's posts
3. Tweets using the #engl410 hashtag
4. E-mails asking me questions, pursuing ideas raised in class, about the readings, etc.
5. Writing or editing a Wikipedia article on any course-related subject/text
6. Meetings in my office hours, or other scheduled appointments
7. Posts in, and replies to, the discussion boards on Desire2Learn

Keep track of your actions as you do them. Provide a list, but go beyond it: tell me about the *cumulative effect* on your engagements with the course. You need to give evidence of your participation, so include any necessary attachments. Finally, quantify your self-assessment with a grade out of 25. *If your evidence explicitly and clearly supports it*, that will be your grade.

TAKE-HOME EXAM (30%)

The purpose of a final exam is to show me the critical thinking, reading and writing skills that you owe to English 410 — to our readings, and to the ideas and the methodologies we've discussed. You'll have two weeks to write your exam, in which you'll display these skills. You will have a **choice of questions**, but you must quote from **at least five** of the authors we have read, none of whom appeared in your Unessay.

COURSE SCHEDULE

Read the assigned texts *before* every class, and be prepared to discuss them. Always bring your annotated copy of the text to class. [GA = Alexander anthology; DN = Norbrook & Woudhuysen anthology]

		READINGS / TOPICS	ASSIGNMENTS / ADDITIONAL READINGS
W1	Jan 9	No class	Podcast: Defence of Poesy_1of3
W2	Jan 14	No class	Podcast: Defence of Poesy_2of3
	Jan 16	No class	Podcast: Defence of Poesy_3of3
W3	Jan 21	Introduction [DN 1-12]	
	Jan 23	Shakespeare, from <i>Rape of Lucrece</i> [DN 296-303]	<i>Venus and Adonis</i> [DN 290-96]
W4	Jan 28	Golding, from <i>Metamorphoses</i> 6 [DN 671-76]	Writing Contract submission
	Jan 30	Harington, <i>Brief Apology</i> [GA 260-73]	
W5	Feb 4	Harington, from <i>Orlando Furioso</i> 34 [DN 683-88]	
	Feb 6	Spenser, <i>Epithalamion</i> [DN 234-47]	
W6	Feb 11	Spenser, <i>Epithalamion</i> (continued)	
	Feb 13	Whitney, "To her unconstant Lover" [DN 187-91]	
READING WEEK			
W7	Feb 25	Puttenham, <i>The Arte of English Poesy</i> : Book 3 [GA 1:133-34; 7:143-45; 10:147-50; 19:165-68]	
	Feb 27	Puttenham, <i>The Arte of English Poesy</i> : Book 3 [GA 1:133-34; 7:143-45; 10:147-50; 19:165-68]	
W8	Mar 4	Sidney, <i>Astrophil and Stella</i> 1 [DN 199-200]; 9 [201]; Eight song [203-6]	The rest of <i>Astrophil and Stella</i> in [DN]
	Mar 6	Shakespeare, <i>Sonnets</i> 19 [DN 304-5]; 20 [305]; 29 [306]; 55 [308]; 129 [312-13]; 138 [314]	The remaining <i>Sonnets</i> in [DN]
W9	Mar 11	Shakespeare, <i>Sonnets</i> (continued)	
	Mar 13	Marlowe, <i>Passionate Sheepeheard</i> , [DN 265-66]	
W10	Mar 18	Elizabeth, "The dowbt off future foes" [DN 95]; Peele, from <i>Anglorum Feriae</i> [DN 121-22]	
	Mar 20	Essex, "Change thy minde" [DN 129-30]	Puttenham, "Her Majestie" [DN 98]
	Mar 21	FINAL DAY FOR RESPONSE PAPER / UNNESSAY SUBMISSIONS	
W11	Mar 25	No class	Film: "Elizabeth I" (2006)
	Mar 27	No class	Film: "Elizabeth I" (2006)
W12	Apr 1	Daniel, <i>Musophilus</i> [GA 274-80]	Chapman, "To the Reader" [DN 721]
	Apr 3	Spenser, from <i>Faerie Queene</i> VI [DN 703-9]	
W13	Apr 8	Spenser, from <i>Faerie Queene</i> II [DN 214-19]	from <i>Faerie Queene</i> III [DN 220-24]
	Apr 10	Greville, <i>Caelica</i> 39 [DN 210]; 44 [211-12]	
	Apr 24		Take-home Exam submission

LAPTOP & MOBILE POLICY

Computers will be allowed in class **only** if you use them to take notes, to follow along with classroom demonstrations, or to use them for other course-related purposes. Those who cause a distraction by using them for other purposes will have this privilege withdrawn.

Set your mobile phone to vibrate and put it away. Do not use it in class, except in case of real emergencies.

SUBMISSION POLICY

Each student is permitted one extension, on **either** the Response paper, the Unessay proposal, or the Unessay itself, of one day without penalty. Their late penalties are stipulated in the Writing contract.

The following policies apply to the Writing Contract, the Participation Report, and the Take-home Exam: I penalize late assignments—submitted after class ends on the due date—at a rate of 5% daily for the first two days, and 1% daily thereafter, excluding weekends and university holidays. I do not give any other extensions. Writing assignments must be submitted no later than one calendar week after the due date. Any later, and you will receive a zero grade on that assignment.

The only legitimate excuse for late submissions is a documented medical emergency—as opposed to less drastic misfortunes like the deaths of beloved family pets. Last-minute technological problems (e.g. printers, mail servers, corrupted files) are your own responsibility. Prevent them from costing you marks by finishing before the due date.

Make every effort to submit printed papers **directly** to me, **in class**. If that is impossible, take your paper to the English Department office (SS1152) and put it in the drop-box, where your paper will be date-stamped and put in my mailbox. *Always keep a copy* in case of loss. Electronic submissions will not be accepted. Papers will not be returned by office staff.

The English Department office typically closes at 4:30 p.m., but it's your responsibility to find out if it's closing early on the day you intend to submit something.

GRADING SYSTEM

I use percentages to grade every assignment, and give their letter-grade equivalents (see page 1) on substantial assignments. Only at the end of the course do I convert your final percentage grades into letters or GPA scores.

Please note that, according to the University Calendar (E1), instructors may use their discretion when rounding upwards or downwards when the average of term work and exams is between two letter grades.

ACADEMIC INTEGRITY

Using any source whatsoever without clearly documenting it is a serious academic offense. If you submit an assignment that includes material (even a very small amount) that you did not write, but that is

presented as your own work, you are guilty of plagiarism. The consequences include **failure** on the assignment or in the course, and **suspension** or **expulsion** from the university. For details, see www.ucalgary.ca/pubs/calendar/current/k-2-1.html

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.

DEPARTMENT OF ENGLISH STATEMENT ON PRINCIPLES OF CONDUCT

According to the University Calendar (www.ucalgary.ca/pubs/calendar/current/j.html), "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.

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. We strive 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. See <http://english.ucalgary.ca/scribe-and-muse-english-club>. Our email address is smec@ucalgary.ca.

ENGLISH DEPARTMENT ONLINE

For more information about courses, programs, policies, events and contacts in the Department of English, please go to <http://english.ucalgary.ca>. Please note that the course outlines posted on the English Department website constitute the official course outline for purposes of appeals. Students 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.

The Department of English is also on Facebook < <http://www.facebook.com/UofCEnglish> > and Twitter < <https://twitter.com/uofcenglish> >.

WRITING SUPPORT

The Student Success Centre offers both online and workshop writing support for U of C students: <http://www.ucalgary.ca/ssc/writing-support>

LIBRARY AND RESEARCH SUPPORT

Melanie Boyd, Librarian for English, offers research support to students, including strategies for finding articles, books, and other library materials. Contact: maboyn@ucalgary.ca. Find the English Pages research guide here: <http://libguides.ucalgary.ca/english>

ACADEMIC REGULATIONS AND SCHEDULES

Consult the Calendar for course information, university and faculty regulations, dates, deadlines and schedules, student, faculty and university rights and responsibilities. The homepage for the University Calendar is <http://www.ucalgary.ca/pubs/calendar/current/index.htm>

GRADE APPEALS

Consult the following University Calendar link 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.” <http://www.ucalgary.ca/pubs/calendar/current/i.html>

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, an Application of Deferment of Term Work form must be completed. The University also has regulations governing the deferral of final examinations. See Calendar: <http://www.ucalgary.ca/pubs/calendar/current/g-6.html>, <http://www.ucalgary.ca/pubs/calendar/current/g-7.html>

ACADEMIC ACCOMMODATION

It is the student’s responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodations and have not registered with Student Accessibility Services, please contact them at 403-220-6019. Students who have not registered with Student Accessibility Services are not eligible for formal academic accommodations. More information about academic accommodations can be found at www.ucalgary.ca/access

EMERGENCY EVACUATION / ASSEMBLY POINTS

See <http://www.ucalgary.ca/emergencyplan/assemblypoints>

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT

See <http://www.ucalgary.ca/legalservices/foip/>

SAFEWALK PROGRAM

Campus Security will escort individuals day or night: call 220-5333 for assistance. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. <http://www.ucalgary.ca/security/safewalk/>

PROGRAM ADVISING AND STUDENT INFORMATION RESOURCES

Do you have a question, but you’re not sure where to start? The Faculty of Arts Program Information Centre (PIC) is your information resource for everything in Arts. Drop in to SS102, call us at 403-220-3580 or email us at artsads@ucalgary.ca. You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate> which has detailed information on common academic concerns.

For program planning and advice, contact the Student Success Centre (formerly the Undergraduate programs Office) at (403) 220-5881 or visit them on the 3rd 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.

STUDENTS UNION REPRESENTATIVES FOR THE FACULTY OF ARTS

arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca

STUDENTS OMBUDSMAN'S OFFICE

See <http://www.ucalgary.ca/provost/students/ombuds>

UNIVERSAL STUDENT RATINGS OF INSTRUCTION (USRI)

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses (www.ucalgary.ca/usri). Your responses make a difference, so please participate in USRI Surveys.