

Beginnings to the American Experiment Section 80

ENGL 50

Fall 2023 3 Unit(s) 08/21/2023 to 12/06/2023 Modified 08/15/2023

Course Description and Requisites

Exploration of Anglo-Saxon, Medieval, Renaissance, and Early Colonial Writings in Britain, Europe, and America. Class engages literary text, literary history, and historical events that shape the literature and social constructs of the period.

Prerequisite(s): ENGL 1A.

Letter Graded

* Classroom Protocols

Classroom Protocol

Please log in on time with your cameras on. Have the materials read and be prepared to discuss your impressions and questions during our synchronous meeting.

Program Information

The following statement has been adopted by the Department of English for inclusion in all syllabi: In English Department Courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs. The Department of English reaffirms its commitment to the differential grading scale as defined in the SJSU Catalog ("The Grading System").

Grades issued must represent a full range of student performance:

- A = excellent;
- B = above average;
- C = average;
- D = below average;
- F = failure.

Within any of the letter grade ranges (e.g. B+/B/B-), the assignment of a +(plus) or -(minus) grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment.

Program Learning Outcomes (PLO)

Upon successful completion of an undergraduate degree program in the Department of English and Comparative Literature, students will be able to:

1. Read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, or rhetoric.
2. Show familiarity with major literary works, genres, periods, and critical approaches to British, American, and World Literature.

3. Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject.
4. Develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively.
5. Articulate the relations among culture, history, and texts, including structures of power.

Department Information:

Department Name: English and Comparative Literature

Department Office: FO 102

Department Website: www.sjsu.edu/english (<https://www.sjsu.edu/english>)

Department email: english@sjsu.edu (<mailto:english@sjsu.edu>)

Department phone number: 408-924-4425

Course Goals

The primary goals of this course are to introduce you to major works in English literature, from its early beginnings through the 18th century. In the latter part of the course, we will be paying special attention to the ways in which the “discovery” and colonization of America is represented in literary texts on both continents. With each text, we will consider the relationships between the literary artifact and the culture that produced it. Lectures and discussions will be organized around themes designed to address social and political aspects of the various cultures we will study.

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

1. Read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, and/or rhetoric (Familiarity with literary forms through reading, lecture, and discussion-assessed by participation grade, close reading skill, Sonnet Exercise)
2. Show familiarity with major literary works, genres, periods, and critical approaches to British literature (Final Exam)
3. Write clearly, effectively, and creatively (Essays)
4. Develop and carry out research projects (Essays)
5. Articulate the relations among culture, history, and texts (Lecture, Final, Essays)

This course serves the department’s Learning Objectives 1 and 2 (LO1 and LO2) by introducing you to a variety of literary forms. You will read poetry in various forms, drama, speeches, travel literature, and narrative non-fiction.

Students are asked to write two essays for this course (a total of at least 3,000 words) including one research assignment; this clearly serves Learning Objectives 3 and 4 (LO3 and LO4). Assessment of student success in LO3 and LO4 will be measured by their grades on these essays.

All of my classes are discussion based. Students are asked to come to class prepared to talk about the material they read, and my lectures aim to help students to realize the relations among culture, history, and the texts we read. The ability to articulate the relationships listed in Learning Objective 5 (LO5) is measured by the students’ participation grade in the course.

Course Materials

Textbook

The Broadview Anthology of British Literature, 3rd Edition, Numbers 1 and 2. ISBN: 978-1-4881-0282-0*

*Publisher Discount

Shakespeare, *The Tempest*, Folger Shakespeare Library. ISBN 978-0743482837

Other Readings

Recommended: Murfin and Ray: *The Bedford Glossary of Critical and Literary Terms*. ISBN 978-0312461881

Harriot, Thomas. *A Briefe and True Report of the New Found Land of Virginia*. ISBN 978-0486210926

☰ Course Requirements and Assignments

Meeting Times: This course meets synchronously every Monday, 9:00 – 10:15 a.m. over Zoom. Additionally, every week you will be required to complete an online module comprised of recorded lectures, quizzes, and informal writing assignments. The modules can be completed at any time during the week, but they are intended to be done the week they are assigned.

Assignments and Grading Policy

Written Work: You will be asked to write two formal essays (1,500 words each) for this class. Both essays will ask you to evaluate a specific topic over several texts and forms. Suggested topics will be posted in advance. If you wish to write on a topic of your own devising, you should discuss the project with me well in advance. These are critical/analytical papers that should clearly demonstrate your own engagement with the texts rather than reformulating someone else's ideas. Your success on these assignments will be directly proportional to your knowledge and understanding of the texts.

Format: Your essay should follow MLA style guidelines which are available here:

<https://owl.english.purdue.edu/owl/resource/747/01/>

Late Papers: Turning in assignments late is unfair to the other students; therefore, I will lower your grade one full letter for each day the paper is late. In the case of emergencies, please see me.

I do not accept emailed assignments under any circumstances.

Weekly "Think Sheets": To promote discussion, brief responses to the readings will be assigned most weeks. These assignments will represent 5% of your overall grade for the course. No make-up assignments will be offered for these. Students who write nothing or write frivolously will not receive credit for the exercise.

Research/Annotated Bibliography: In the first half of the semester, you will be asked to generate a research topic and search terms in response to some aspect of our reading. Then, you will produce an annotated bibliography of sources that you find on that topic. Explicit directions will be given in class.

Sonnet Exercise: After the midterm, you will be given an opportunity to respond creatively to the material presented in this course by writing your own sonnet and explaining your choices in a brief rationale.

Participation: A portion (10%) of your grade will be based on your participation in class; therefore, regular attendance, with your camera on, is imperative. If for some reason you are forced to miss a class, it is your responsibility to find out what information and/or assignments you missed. There will be no opportunity to make up missed quizzes or in-class exercises.

In order to receive an A or a B in participation, you must do more than just attend class. You must also demonstrate to me that you have been keeping up with the readings and thinking about the questions raised by the lectures. I expect each of you to engage in the class discussions, participate in group activities, and come to class with the relevant materials.

Course Recommendations: Bring your books to the synchronous meetings. Read the materials thoroughly before class. Read actively: mark passages that interest you and formulate questions about them. Come prepared to discuss what interests you about these texts.

AI: In many ways, the act of writing is a way to think further on a topic and to organize or clarify those thoughts. The connection between writing and thinking is crucial to your development as a communicator, and it is a skill that will serve you well in all of your future endeavors. Using AI to respond to essay prompts is cheating: it is cheating you out of the education you are paying for. If I see that you used AI for any significant percentage of any written assignment, I will not provide feedback, nor will you receive a passing grade for the assignment.

✓ Grading Information

Grading Breakdown:	Class Participation: 10%
	“Think Sheet” Assignments: 5%
	Quizzes: 10%
	Sonnet Exercise: 5%
	Essay 1: 10%
	Essay 2: 15%
	Midterm Exam: 15%
	Research/Annotated Bibliography 5%
	Final Exam: 25%

Department Grading Policy:

In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs. Grades issued will represent a full range of student performance and will adhere to the following SJSU academic standards of assessment:

The “A” essay will be well organized and well developed, demonstrating a clear understanding and fulfillment of the assignment. It will show the student’s ability to use language effectively and construct sentences distinguished by syntactic complexity and variety. Such essays will be essentially free of grammatical, mechanical, and usage errors.

The “B” essay will demonstrate competence in the same categories as the “A” essay. The chief difference is that the “B” essay will show some descriptably slight weaknesses in one of those categories. It may slight one of the assigned tasks, show less facility of expression, or contain some minor grammatical, mechanical, or usage flaws.

The “C” essay will complete all tasks set by the assignment, but show weakness in fundamentals (usually development), with barely enough specific information to illustrate the experience or support generalizations. The sentence construction may be less mature, and the use of language less effective and correct than the “B” essay.

The “D” essay will neglect one of the assigned tasks and be noticeably superficial in its treatment of the assignment—that is, too simplistic or short. The essay may reveal some problems in development, with insufficient specific information to illustrate the experience or support generalizations. It will contain grammatical, mechanical, and usage errors that render some sentences incomprehensible.

The “F” essay will demonstrate a striking underdevelopment of ideas and insufficient or unfocused organization. It will contain serious grammatical, mechanical, and usage errors that render some sentences incomprehensible.

“The Department of English reaffirms its commitment to the differential grading scale as defined in the SJSU Catalog (“The Grading System”). Grades issued must represent a full range of student performance: A= excellent; B= above average; C= average; D= below average; F= failure. Courses graded according to the A, B, C, No Credit system shall follow the same pattern, except that NC shall replace D or F. In such cases, NC shall also substitute for W (or Withdrawal) because neither grade (NC or W) affects students’ GPA.”

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A</i>	<i>930 to 1000</i>	<i>93 to 100%</i>
<i>A minus</i>	<i>900 to 929</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>860 to 899</i>	<i>86 to 89 %</i>
<i>B</i>	<i>830 to 829</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>800 to 829</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>760 to 799</i>	<i>76 to 79%</i>
<i>C</i>	<i>730 to 759</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>700 to 729</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>660 to 699</i>	<i>66 to 69%</i>
<i>D</i>	<i>630 to 659</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>600 to 629</i>	<i>60 to 62%</i>

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the

length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

ENGL 50 Fall 2023, Reading Schedule: SUBJECT TO CHANGE

List the agenda for the semester including when and where the final exam will be held. Indicate the schedule is subject to change with fair notice and how the notice will be made available.

Course Schedule

Week/Module	Date	Topics, Readings, Assignments, Deadlines
First day	8/21	Welcome and introductions
HOMEWORK		For class on 8/28, read <i>Beowulf</i> , lines 1-558
Week 1	8/28*	Introduction to <i>Beowulf</i>
Module 1		Finish reading <i>Beowulf</i> Watch <i>Beowulf</i> lectures 1 and 2 Complete Quiz 1 Post Thinksheet 1
Labor Day	9/4	No Class
HOMEWORK		For class on 9/11, read Marie de France laies, “Bisclavret” (“The Werewolf”) and “Lanval”

Week/Module	Date	Topics, Readings, Assignments, Deadlines
Week 2	9/11*	Marie de France and Medieval Bestiaries Intro to <i>Sir Gawain and the Green Knight</i>
Module 2		Read <i>Sir Gawain and the Green Knight</i> Watch <i>Sir Gawain and the Green Knight</i> lectures (1 and 2) Complete Quiz 2 Post Thinksheet 2
Week 3	9/18*	<i>Sir Gawain and the Green Knight</i> discussion Intro to Chaucer's <i>Canterbury Tales</i>
Module 3		Read the "General Prologue" and "The Wife of Bath's Prologue and Tale" Watch lectures on the "General Prologue" and "The Wife of Bath's Prologue and Tale" Complete Quizzes 3 and 4 Post Thinksheet 3
Week 4	9/25*	Chaucer, discussion
Module 4		Read "The Pardoner's Prologue and Tale" Watch lecture on "The Pardoner's Prologue and Tale" Complete Quiz 5 Thinksheet 4 Review Research Assignment
HOMEWORK		For class on 10/2, read Excerpts from <i>The Book of Margery Kempe</i> (pages 635-658) and Julian of Norwich's writings, Chapters 1-28 (pages 617-625)
Week 5	10/2*	Excerpts from <i>The Book of Margery Kempe</i> and Julian of Norwich's writings* Discuss Research Assignment
Module 5 (Midterm)	10/4	TIMED MIDTERM (available from 7:00 a.m. to 5:00 p.m. on March 3).
	10/7	Research Assignment Due by 11:59 p.m.
HOMEWORK		For class on 10/9, read the Introduction to the Sixteenth Century and Sonnets by Petrarch, Wyatt, and Surry (pages 128 and 129 in your Broadview).

Week/Module	Date	Topics, Readings, Assignments, Deadlines
Week 6	10/9*	The Sixteenth Century, the sonnet, Petrarch Rima 140, Sir Thomas Wyatt the Elder, "The long love that in my thought doth harbor"; Henry Howard, Earl of Surrey, "Love that doth reign and live within my thought," Queen Elizabeth's letters and speeches.
Module 6		Watch Lecture on Queen Elizabeth's letters and speeches Watch Lecture on How to Read a Poem (from ENGL 100W) Review Write Your Own Sonnet Assignment
HOMEWORK		For class on 3/15, read sonnets 1-31 by Sidney and 1-20, 55-60, and 127-144, and all of the excerpted sonnets from Spenser's <i>Amoretti</i> .
Week 7	10/16*	Sonnets, Sidney, 1-31 Shakespeare, 1-20, 55-60, and 127-144 Spenser's <i>Amoretti</i> Introduce Marlowe's <i>Doctor Faustus</i>
Module 7		Read <i>The Tragical History of Doctor Faustus</i> (A Text) Watch Lectures (3 shorter ones) on <i>The Tragical History of Doctor Faustus</i> Complete Quiz 6 Post Thinksheet 5 Review Prompt for Essay 1
	10/21	Sonnet Assignment Due by 11:59 p.m.
Week 8	10/23*	Discussion on Marlowe's <i>Doctor Faustus</i>
Module 8		Read: Sir Walter Raleigh, excerpts from "The discovery of the large, rich, and beautiful Empire of Guiana" (pages 462-468) Harriot's <i>Briefe and True Report of the Newfound Land of Virginia</i> http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1020&context=etas Montaigne's "Of Cannibals," (pages 475-477), Arthur Barlow, "First Voyage" 482-484). Watch Lectures on Raleigh, Harriot, and Montaigne
	10/28	Essay 1 Due by 11:59
Week 9	10/30*	Colonial Ventures. Raleigh, Harriot, and Montaigne Introduce Shakespeare's <i>The Tempest</i>

Week/Module	Date	Topics, Readings, Assignments, Deadlines
Module 9		<p>Read Shakespeare's <i>The Tempest</i></p> <p>Watch Lectures 1 and 2 on <i>The Tempest</i></p> <p>Complete Quiz 7</p> <p>Post Thinksheet 6</p>
Week 10	11/6*	<i>The Tempest</i> Discussion
Module 10		<p>Read: The Seventeenth Century: John Donne, "The Flea," "The Good Morrow," "The Sun Rising," "Break of Day," "A Valediction Forbidding Mourning," "Elegy 16. To His Mistress Going to Bed"</p> <p>Watch Lectures "Intro to the Seventeenth Century," and "John Donne's Holy Sonnets"</p> <p>Complete Quiz 8</p> <p>Post Thinksheet 7</p> <p>Review Prompt for Essay 2</p>
Week 11	11/13*	<p>Donne Discussion</p> <p>Intro to <i>Paradise Lost</i></p>
Module 11		<p>Read Books 1 and 2, 3 (lines 1-128), and 4 of <i>Paradise Lost</i></p> <p>Watch Lectures</p> <p>Complete Quiz 9</p> <p>Post Thinksheet 8</p>
Week 12	11/20*	<i>Paradise Lost</i> Discussion
Module 12		<p>Read Books 9, 10, and 12 (lines 465-end) of <i>Paradise Lost</i></p> <p>Watch Lectures</p> <p>Complete Quiz 10</p> <p>Post Thinksheet 9</p>
Week 13	11/27*	<i>Paradise Lost</i> Discussion

Week/Module	Date	Topics, Readings, Assignments, Deadlines
Module 13		Read Anne Bradstreet selections online: sites.broadviewpress.com/bablonline and "In Honor of Queen Elizabeth," https://www.poetryfoundation.org/poems/43703/in-honour-of-that-high-and-mighty-princess-queen-elizabeth Watch Lecture on Anne Bradstreet Post Thinksheet 10
	12/2	Essay 2 Due by 11:59
Week 14	12/4*	Last meeting. Bradstreet discussion.
Module 14 (Final Exam)	12/13	Timed Final Exam