

**Carleton University
Department of English**

**ENGL 2300B:
British Literatures I
Fall 2018 – Winter 2019**

**Prerequisites: second-year standing or department permission.
Preclusions: None**

Fall Term:

**Class times: Tuesday/Thursday 1:05-2:25
Location: Southam Hall 409
(Please confirm location on Carleton Central)**

**Instructor: Danielle Taylor
Email: danielle.taylor3@carleton.ca
Office: 1923 DT**

**Office Hours:
Tuesdays 3:00pm -4:00pm
Wednesdays 10:00am – 11:00am
Or by appointment**

COURSE DESCRIPTION:

ENGL 2300 is an introduction to the literature of Britain written between 500 and 1700 CE. The medieval period (500-1500 CE) will be covered in the Fall term, while the Early Modern period (1500-1700 CE) will be the focus of the Winter Term. The course provides students with an overview of the development of English literature in Britain, including historical and cultural contexts of the periods in which this literature was produced.

In the Fall term, students will be introduced to the rich variety of texts produced in the medieval period, from early Anglo-Saxon poetry to late Medieval stories of King Arthur and his knights of the round table. The term will address topics such as: heroism, monstrosity, kingship, religion, love, magic, violence, and chivalry. Students will consider the multilingual nature of the period and will read (in translation) texts originally written in Old English, Latin, Anglo-Norman, and Middle Welsh. Students will also read texts in Middle English.

Tentative Fall Reading Schedule

Please note that the instructor reserves the right to modify this schedule as needed.
All material is expected to be read for the date under which they are listed.

Month	Date	Required Readings and/or Assignments
Sept	6	Welcome and Introduction
	11	Required Reading: Bede, "The Story of Caedmon" <i>Judith</i>
	13	Finish <i>Judith</i> Required Reading: <i>Beowulf</i> (lines to be assigned)
	18	Required Reading: <i>Beowulf</i> (lines to be assigned)
	20	READING RESPONSE # 1 (In class) Required Reading: <i>Beowulf</i> (lines to be assigned)
	25	Required Reading: <i>Beowulf</i> (lines to be assigned)
	27	Required Reading: "The Wanderer" "The Wife's Lament" <i>Dream of the Rood</i>
Oct	2	Welsh Literature Required Reading: The First Branch of the <i>Mabinogi</i>
	4	Required Reading: The Second Branch of the <i>Mabinogi</i>
	9	Required Reading: Marie de France – <i>Bisclavret</i> and <i>Lanval</i>
	11	Finish Marie de France texts Required Reading: <i>Stanziac Life of Saint Margaret</i>
	16	Finish <i>Life of Saint Margaret</i>
	18	READING RESPONSE # 2 (In Class) Class trip to Special Collections (Tentative)
	23	READING WEEK - NO CLASS
	25	READING WEEK - NO CLASS
	30	Chaucer Required Reading: <i>General Prologue</i>
Nov	1	Required Reading: <i>General Prologue</i> <i>The Miller's Prologue and Tale</i>

	6	Required Reading: <i>Wife of Bath's Prologue</i>
	8	Required Reading: <i>Wife of Bath's Tale</i>
	13	READING RESPONSE # 3 (In Class) Margery Kempe selections TBD Julian of Norwich selections TBD
	15	Arthurian Literature Required Reading: Geoffrey of Monmouth's <i>A History of the Kings of Britain</i> , Selections from book 9, 10, 11 <i>Sir Gawain and Green Knight</i> – Fitt 1 ASSIGNMENT DUE First draft of term paper
	20	Required Reading: <i>Sir Gawain and Green Knight</i> – Fitt 1 (continued) and 2
	22	Required Reading: <i>Sir Gawain and Green Knight</i> – Fitt 3
	27	READING RESPONSE #4 (In class) Required Reading: <i>Sir Gawain and the Green Knight</i> – Fitt 4
	29	Finish <i>Sir Gawain and the Green Knight</i> if necessary Required Reading: Sir Thomas Malory's <i>Le Morte Darthur</i> selections (TBA)
Dec	4	Required Reading: Continue Malory (TBA)
	6	Finish Malory Review for Exam ASSIGNMENT DUE Term paper
	TBA	Exam date to be assigned by University

WRITING ATTENTIVE:

ENGL 2300 is a writing attentive course. This means that students will spend class time developing improving and developing writing skills.

Key writing objectives of ENGL 2300:

- Maintain and improve the ability to write grammatically and syntactically complex prose
- Build upon and extend skills in written close analysis of texts from a variety of genres in

early forms of English

- Refine skills in generating and supporting argumentative thesis statements across essays
- Improve the ability to express in writing sophisticated ideas and opinions using proper, correct, and effective academic English practice
- Use, cite, and interpret primary literary texts in complex ways while following MLA documentation standards
- Expand fluency in, and facility with, genre-specific terminology from early periods

REQUIRED TEXTS:

Fall Term:

Course Pack:

The Broadview Anthology of British Literature: The Medieval Period (Volume 1). Ed. Joseph Black et al. 3rd ed. Peterborough: Broadview, 2015.

Beowulf. Facing Page Translation. Ed. R. M. Liuzza. 2nd ed. Peterborough: Broadview, 2013.

Course pack available at:

Haven Books
43 Seneca Street,
613-730-9888

* The *Beowulf* edition has been provided at no extra cost to students in this course pack. The full poem is available in the anthology but does not include the facing page translation of the Old English which, while we will not be reading, will be useful to consider translation and editorial processes in relation to medieval texts.

*If buying an anthology secondhand, ensure that you are provided with an online access code for Broadview as some of our readings must be accessed through the online site.

EVALUATION:

Fall term:

Note: The grades for this term will comprise 50% of the final mark for the year long course.

1) Final Term Paper – 40% (20% of final grade)

- Students will complete a final paper using correct MLA formatting, addressing a pre-approved topic. A list of potential topics will be distributed in class. Any student wishing to write on another topic must meet with me to discuss the topic.

Students will also submit a draft of their paper including a proposed thesis and an outline of main arguments. This will allow me to provide early feedback.

- Paper draft: 2-3 pages. Worth 5% of paper grade. **DUE: November 15th**
- Final paper: 7-8 pages. Worth 35% of paper grade. **DUE: December 6th**
- **NOTE:** Students must submit their term essay to pass the course.

2) December Exam – 30% (*15% of final grade*)

- **DATE: TBA by University**
- Do not make travel plans until exam schedule has been released.
- This will be a three-hour formal exam. Format to be discussed in class.

3) Reading Responses – 20% (*10% of final grade*)

- Four reading responses worth 5% each.
- **DATES: September 20th, October 18th, November 13th, November 27th**
- Students will complete four in-class reading responses. These responses will occur at the beginning of the class and will take approximately 30 minutes. The assignments will first ask students to provide written responses to short passages of texts which have already been discussed in class. Students will then be asked to produce a longer response to a topic sentence or question.

4) Attendance/Participation – 10% (*5% of final grade*)

- Students are expected to attend all classes and to participate in class discussions. Students are to come to class having read all material assigned for the day and should be prepared to discuss the texts.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

POLICIES:

Late or Missed Assignments:

All assignments are due at the beginning of class on the date they are due. Late assignments will receive a penalty of 3% per day. It is the student's responsibility to keep a backup copy of all assignments if for any reason the instructor requires the assignment to be resubmitted.

Plagiarism:

The University Senate defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own.*” This can include:

☐ reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source;

- ☐ submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- ☐ using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- ☐ using another's data or research findings;
- ☐ failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- ☐ handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

The policy can be found at: <http://carleton.ca/fass/wp-content/uploads/Academic-Integrity-Sept-2017.pdf>

**Winter 2019
Department of English
English 18: 2300A
Major Authors from Riche to Marvell**

Prerequisites: second-year standing or department permission. Preclusions: None
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Time: 1:00-2:30 Tuesdays and Thursdays

Instructor: D.A. Beecher
E-mail: donald.beecher@carleton.ca
Office: 1908 Dunton Tower
Office hours: Mondays, 11:45-12:45

Course Requirements: The orientation of this course is not only historical and thematic but critical. It is intended to serve as a thorough introduction to the chosen authors and their texts, and as an introduction to basic methodologies of textual criticism and critical terminology. The lectures will thus contain factual and theoretical information, thereby providing a variety of paradigms for the study of literature (not to mention numerous excursions important to me and to

most students into matters cultural, contextual, and evaluative). Success in the course will ultimately depend upon the student's ability to work with critical ideas in the term paper and exam questions. Historically, the readings cover a period from 1580 to 1673, thus literature from the Tudor and Stuart eras. This was a dynamic period socially and politically that witnessed the reformation of the church, English mercantile exploration, major scientific revolutions, and the formation of the modern nation states constituting western Europe, with an emerging sense of national identities and concerns. It was also the period of the new learning and its effects upon pedagogy, mores and ethics, and of reconsidered social life, the family, expressions of love, marriage, and divorce. Their literature reflects many of these issues and anxieties. At the same time, the course should extend the critical acumen of students, adding new terms and concepts to their critical vocabularies, and provide opportunities for honing and perfecting their critical writing. All of these matters are related to **objectives** of the course which may be summarized as follows:

- To acquaint the student with representative works from the best writers of the period.
- To gain a sense of the chronological unfolding of early English literary styles.
- To achieve some insight into the historical and cultural developments of early modern England.
- To develop a sense of the themes and universal ideas of literature and to compare early themes with issues of our own day.
- To look at specific issues concerning protagonists, heroism, narrative and story telling, epic, comic and tragic forms, modes of allegory, symbolism, lyric styles, matters of love and friendship, satire, the destiny of the soul, questing and return, and many more related issues.
- To extend the vocabulary of literary terms and critical concepts, and especially those which will be named and discussed in class.
- To acquire and improve writing skills relating to literature, argumentation, research techniques, and the conventions pertaining to the presentation of scholarly writing in general.

The texts are:

Edmund Spenser *The Faerie Queene* (Book III)
Christopher Marlowe, *Doctor Faustus*
Benjamin Jonson, *Volpone*
John Donne, Poetry
Barnabe Riche, *A Farewell to Military Profession*
William Shakespeare, *The Sonnets*

Course work: A 10-page term paper will be due on the last day of class: April 9. It will count for 20% of the final grade. At the end of the course there will be a scheduled 3 hour exam. It will consist of short essay questions, covering all the major authors, with some latitude for choice. The exam counts for 25% of the final grade. That leaves 5% for the pop quiz. It is fair to remind students, moreover, that all term work must be submitted before a final grade can be assigned as per the university regulations.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Early Feedback: If you are concerned, you are invited to submit a 2-3 page essay on one of the first two authors studied which I can provisionally evaluate, although the grade will not be recorded. This paper is entirely optional. It should propose a specific point that is debated in the usual manner of literary-critical writing, giving you an opportunity to explore a methodical approach to a literary problem in miniature. This will give me an idea of your critical skills, and give you an idea of my expectations in a core course at the second-year university level. The thesis is open, but might touch upon allegory, narrative design, approaches to character, symbolism, myth, medieval or Renaissance social issues, literary genres, and much more. It is due by the second week in February.

Class time will be divided among several approaches: historical background, literary contexts, contemporary authors, themes, genres, textual analysis, and the many ways in which such works can be read according to types of critical thinking. These theoretical discussions may be wide ranging, speculative, and philosophical. The goal of the course involves both literary history and critical approaches, with an emphasis on literary ideas. Ideally, the lectures will provide paradigms of criticism that you can adapt to your own writing about literature. In particular, I will be concentrating on select critical terms germane to the study of literature, and for that reason would encourage you to include a good glossary or dictionary of literary terms in your personal library.

The schedule of readings is as follows:

January	8	Introductory lecture
	10	<i>Faerie Queene</i> Bk. III
	15	<i>Faerie Queene</i> Bk. III
	17	<i>Faerie Queene</i> Bk. III
	22	<i>Faerie Queene</i> Bk. III
	24	Marlowe, <i>Dr. Faustus</i>
	29	Marlowe, <i>Dr. Faustus</i>
	31	Ben Jonson, <i>Volpone</i>
February,	5	Ben Jonson, <i>Volpone</i> , p. 1443
	7	Ben Jonson, <i>Volpone</i>
	12	John Donne, Songs and Sonnets
	14	John Donne, Songs and Sonnets
	19-23	Study Week
	26	John Donne, Holy Sonnets and other Religious Poetry
	28	Barnabe Riche, stories 2, 3, 4
March	5	Barnabe Riche, stories 5, 6
	7	Barnabe Riche, stories 7, 8
	12	John Milton, <i>Paradise Lost</i> , Bks. 1-2
	14	John Milton, <i>Paradise Lost</i> , Bks. 3-5
	19	<i>Paradise Lost</i> , Bks. 6-8

	21	<i>Paradise Lost</i> , Bks. 9-10	
	26	<i>Paradise Lost</i> , Bks. 11-12	
	28	TBA	
April	2	Shakespeare, Sonnets, 1-40	
	4	Shakespeare, Sonnets, 41-90	
	9	Shakespeare, Sonnets, 91-152	Term paper due.

Regulations: For all the official university regulations, deadlines, and statements on plagiarism, see the University Calendar.

Writing-Attentive Course: See the entry for the Fall Term. Here are a few added thoughts: English 2300 has been designated “writing-attentive,” which means that writing skills are part of the course’s goals and part of its pedagogical design, including the writing on final exams—which is arguably a form of writing all its own. The term paper is the heart of the course and represents a precious opportunity for students to gain real writing experience. To miss this learning opportunity by borrowing from the writing of others is pure folly. Skilled writing will be part of a successful career for many after university. Ideally, these creations should be under consideration well before the end of term, and they should be vehicles for all the critical and analytic insight you can bring to bear on a literary problem. They should be written in a considered, clear, logical, and idiomatic style, and should seek to avoid the many pitfalls associated with effective communication in English. Typically, such papers will have clear thematic direction, a well-marked unfolding of an argument, and they will employ a critical vocabulary requisite to the forceful presentation of ideas. They should be instruments in literary problem solving, make use of secondary sources in an integrated way, and employ standard practices in documentation. Most if not all of these skills should now be in place for students of literature at the university level, but some generic and strategic matters may come up for reconsideration. Nevertheless, this cannot be a remedial course in writing and still leave time to move through the literature; hence students will be responsible for vetting their own work to address short comings. There are many guides and manuals to scholarly writing and documentation, including the famous MLA style guide, and there is help for those in real trouble through the Writing Tutorial Services.

The department defines “writing attentive” in the following terms:
ENGL 2300 is a writing-attentive course. In ENGL 2300, “writing-attentive” means:

Plagiarism: Adding to the university statement, all written work for this course must be your own. Where you borrow or adapt the ideas of others, you must cite them and their sources responsibly and reliably. Academic integrity and intellectual property are important concepts germane to all professional training. In a more legalistic sense, the university takes unqualified plagiarism quite seriously and imposes punitive measures. Similar principles apply to cheating during exams in all the ways known to and discussed among students. All these matters are regulated by Carleton’s new student academic conduct policy. If you are in doubt about what constitutes the work of others and what constitutes your own work, you may consult, but the distinction seems rather patent in most cases. Plagiarism, in academic practice, also includes papers written for you, even if they are original to the “guest” author, and papers written by yourself but already submitted to other courses.

Deadlines: I've given up negotiating deadlines in order to be fair to all. Bona fide documentation, of course, is something else and will win for you all the accommodations proffered by the official system. See the Academic Calendar, Regulation 2.6. Term Papers are due on the last day of class.

Exams: If you miss the final exam, that too falls outside my jurisdiction; for that you have to make the appropriate arrangements with the Registrar—again check the Calendar.

You must be in good standing in the course in order to apply.

Research: About Web and Net research essays: articles posted there are extremely uneven and very often lack the authority or the vetting of published material. I prefer you avoid them altogether unless you are really confident about separating the useful from the vacuous. In any case, surfers beware of third-rate materials! Vetted scholarly journals on line are, of course, quite another thing and may be cited in the normal way.

Term papers: A little extra help! I prefer well-researched term papers, those that have been built in dialogue with other scholarly voices. This is not to say that the paper should be a work-a-day gathering of opinions neatly linked; that formula, though much taught, is deadly. The topic and the direction should be your own, debating your own informed views in dialogic fashion with others. Above all, for a paper to succeed, it needs a clear statement of purpose, a sense of methodology, and a well-posted progression toward a cogently argued conclusion. This is predicated on the notion that literature makes complex demands upon its readers, raising problems that invite scrutiny, and that such scrutiny will lead to primary questions about the nature of literature, itself, and the multitudinous ways in which it generates experience from moral instruction to sheer aesthetic delight. In a larger sense, writing about literature is about reading accurately, reflecting critically, and writing cogently—operations not unlike those called for by all enquiries into the nature of things social or creative across the gamut of university disciplines. Keep back-up copies of your work in the event a paper gets lost, and always hand in paper copies; never submit them to me as an e-mail attachment.

ACCOMMODATIONS:

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Paul Menton Centre is available to students with learning disabilities or for those requiring accommodation for exams, Rm. 500 Unicentre.

The Writing tutorial Service provides coaching in the writing of essays and term papers on a one-to-one basis, 229 Paterson Hall.

The Student Life Services is located in 501 Unicentre.

The Student Academic Success Centre is located in 302 Tory.