

Beginnings to the American Experiment

Section 01

ENGL 50

Spring 2024 3 Unit(s) 01/24/2024 to 05/13/2024 Modified 01/04/2024

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

Please arrive on time. Have the materials read and be prepared to discuss your impressions and questions with the class. Bring your books to every class.

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 Learning Outcomes (CLOs)

Course Learning Outcomes (CLO)

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

1. Read closely and analyze literature in a variety of forms, styles, structures, and modes (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 (Research/annotated bibliography assignment)
5. Articulate the relations among culture, history, and texts (Lecture, Thinksheets, 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

Required Textbooks

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

Recommended

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

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: All written work 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 (300 words or more) to the readings will be assigned most weeks, and must be posted to Canvas prior to our class meeting. These assignments will represent 10% of your overall grade for the course. No make-up assignments will be offered. 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 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 other in-class exercises. In order to participate completely in class, you must also **bring your books to each class.**

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.

Pop Quizzes: I reserve the right to conduct unannounced quizzes on the readings and lecture material. These quizzes will be conducted in class, and there will be no opportunity to make up missed quizzes. Grades on these quizzes will be considered as part of your Participation grade.

Course Recommendations: **Readings are typically due on the day they are listed in the syllabus.** You should 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. Bring your books to each class.

AI/ChatGPT: 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.

Plagiarism: Success in this class will be measured by how well you understand the materials **as presented in lectures or through class discussion.** Repeating material found on secondary sources online is not acceptable, and will result in failure for the assignment, and possible failure in the course. Further action

may be taken by the University per [F 15-7](#).

✓ Grading Information

Grading Breakdown:	Class Participation: 10%
	“Think Sheet” Assignments: 10%
	Sonnet Exercise: 5%
	Essay 1: 10%
	Essay 2: 20%
	Midterm Exam: 15%
	Research/Annotated Bibliography 10%
	Final Exam: 20%

Criteria

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 Spring 2024, Reading Schedule: SUBJECT TO CHANGE

Finish all readings BEFORE the listed class meeting. Where indicated, complete the associated Modules.

Course Schedule

Week/Module	Date	Topics, Readings, Assignments, Deadlines
First day	1/24	Welcome and introductions
Module 0		Watch: Eddie Izzard, "Do you have a flag?" "The History of the English Language in 10 Minutes"
Week 1	1/29	Introduction to the Medieval period Introduction to <i>Beowulf</i> , lines 1-598
Module 1 <i>Beowulf</i>		Finish reading <i>Beowulf</i> and then complete Thinksheet 1 on Canvas before class on 1/31
	1/31	<i>Beowulf</i>
Week 2	2/5	Marie de France laies, "Bisclavret" (The Werewolf) and "Lanval"
	2/7	<i>Sir Gawain and the Green Knight</i> , Books 1 and 2
Module 2 <i>Sir Gawain</i>		Finish reading <i>Sir Gawain and the Green Knight</i> and then complete Thinksheet 2 before class on 2/12.
Week 2	2/12	<i>Sir Gawain and the Green Knight</i> , Books 3 and 4
	2/14	Chaucer, "General Prologue"
Module 3 Chaucer		Finish "The Wife of Bath's Prologue and Tale" and complete Thinksheet 3 before class on 2/19 Review Chaucer Site

Week/Module	Date	Topics, Readings, Assignments, Deadlines
Week 3	2/19	Chaucer, "The Wife of Bath's Prologue and Tale"
	2/21	"The Pardoner's Prologue and Tale"
Module 4 Chaucer 2		Post Thinksheet 4 before class on 2/26 Review Research Assignment
Week 4	2/26	Excerpts from The Book of Margery Kempe (pages 635-658) and Julian of Norwich's writings, Chapters 1-28 (pages 617-625) Discuss Research Assignment
	2/28	Midterm (bring Blue Books)
	3/3	Research Assignment Due by 11:59 p.m.
Module 5 16 th Century and the Sonnet		For class on 3/4, read the Introduction to the Sixteenth Century and Sonnets by Petrarch (Rima 140), Wyatt ("The long love that in my thought doth harbor"), and Henry Howard, Earl of Surry ("Love that doth reign and live within my thought) and Surry (pages 128 and 129 in your Broadview). Petrarch Rima 140, Sir Thomas Wyatt the Elder, "The long love that in my thought doth harbor." Review Write Your Own Sonnet Assignment Watch "How to Read a Poem" from ENGL 100W
Week 5	3/4	Introduction to the Sixteenth Century The Sonnet (Petrarch, Wyatt, Surry)
	3/6	Queen Elizabeth's letters and speeches
HOMEWORK		For class on 3/11, 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/Module	Date	Topics, Readings, Assignments, Deadlines
Week 6	3/11	Sonnets, Sidney, 1-31 Shakespeare, 1-20, 55-60, 127-144
	3/13	Sonnets, Spenser
	3/17	Sonnet assignment due by 11:59 3/17
Week 7	3/18	Marlowe, <i>The Tragical History of Doctor Faustus</i> (A Text), Intro, Acts 1-3
Module 6 <i>Dr. Faustus</i>		Post Thinksheet 5 before class on 3/20 Review Prompt for Essay 1
	3/20	Marlowe, <i>Doctor Faustus</i> (finish play)
Week 8	3/25	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
	3/27	Montaigne's "Of Cannibals," (pages 475-477), Arthur Barlow, "First Voyage" 482-484).
	3/31	Essay 1 Due by 11:59
4/1-4/5 SPRING BREAK		
Read Shakespeare's <i>The Tempest</i>		
Week 9	4/8	Shakespeare's <i>The Tempest</i>

Week/Module	Date	Topics, Readings, Assignments, Deadlines
Module 7 <i>The Tempest</i>		Post Thinksheet 6 before class on 4/10
	4/10	<i>The Tempest</i> (Finish the play)
Week 10	4/15	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"
Module 8 Donne		Post Thinksheet 7 before class on 4/17 Review Prompt for Essay 2
	4/17	Donne's Holy Sonnets
Week 11	4/22	Milton's <i>Paradise Lost</i> , Books 1 and 2, and 3 (lines 1-128)
Module 9 <i>Paradise Lost</i>		Post Thinksheet 8 before class on 4/24
	4/24	<i>Paradise Lost</i> , Books 3 (lines 1-128) and 4
Module 10 <i>Paradise Lost</i>		Post Thinksheet 9
Week 12	4/29	<i>Paradise Lost</i> , Books 9, 10, and 12 (lines 465-end)
	5/1	<i>Paradise Lost</i> – Catch up
	5/5	Essay 2 Due by 11:59

Week/Module	Date	Topics, Readings, Assignments, Deadlines
Module 11 Bradstreet		Post Thinksheet 10 before class on 5/6 Links to Bradstreet readings
Week 13	5/6	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
	5/8	Wrap up
Week 14	5/13	Last day of instruction – Prep for Final Exam
Final Exam 9:45-noon	5/15	Bring Blue Books