Aims of the Course
This class provides a broad overview of English literature from Beowulf to the late eighteenth century. We will read this literature’s “greatest hits” in order both to see what we think of them and to learn what they have to teach us about their authors, their times, and the literary traditions that they in part define.

Methods and Requirements
The class will function primarily as a seminar, mixing class and group discussion with some lecture. We will spend most class time discussing the readings, and regular contributions to the conversation will be encouraged from everyone. Graded work comprises:

1) Class participation. I will expect you to attend conscientiously and to participate in an informed and productive manner. You will need to be prepared for class—to arrive with perceptions and opinions about the assigned readings—and to bring the class textbook with you every day. Quality is generally more important than quantity, but I am impressed by a willingness to go out on a limb. I am also as interested in the courtesy and respect with which you listen and respond to what others say as in the sharpness of your own perceptions. Attendance and punctuality count, since you can’t participate if you aren’t present. It is your responsibility to inform me promptly of the reasons for an absence if you wish it to be excused. Weight = 10%

2) Response papers (5). In these informal 500-word papers you will ask an interpretive question about the day’s reading assignment and explore one or more possible answers to it. You don’t need to argue or take a position, but you should consider evidence from the text that bears on the question you have asked. Response papers are due at the start of class on the assigned dates. You will receive two points for every paper you turn in on time, and one for every paper you turn in no later than December 4. Papers significantly shorter than 500 words may not receive full marks. As with any written assignment, you must properly acknowledge all sources consulted. Weight = 2% x 5 = 10%

3) A closed book exam on Unit 1. It will consist of one 50-minute essay. Weight = 25%

4) A shorter essay, 750-1000 words. The assignment is on page 4 below. Weight = 10%

5) A longer essay, 1500-1800 words. The assignment is on page 5 below. Weight = 25%.

6) A closed book exam on Unit 4. It will consist of one 60-minute essay. Weight = 20%
### Schedule

#### Sept.
- 8 F Introduction to the class

#### Unit 1: Heroic Literature
- 11 M *Beowulf*, ll.1-661
- 13 W *Beowulf*, ll.662-1250; **response #1**
- 15 F *Beowulf*, ll.1251-1798
- 18 M *Sir Gawain and the Green Knight*, Part 1
- 20 W *Sir Gawain and the Green Knight*, Parts 2-3; **response #2**
- 22 F *Sir Gawain and the Green Knight*, Part 4
- 25 M Shakespeare, *1 Henry IV*; **response #3**
- 27 W Shakespeare, *1 Henry IV*

#### Oct.
- 2 M Spenser, *The Faerie Queene*, Book I, Canto 1
- 4 W Spenser, *The Faerie Queene*, Book I, Cantos 4 and 10
- 6 F **Unit 1 Test**
- 9 M Thanksgiving Day Holiday – No class
- 11 W Study Day – No class

#### Unit 2: The Canterbury Tales
- 13 F Chaucer, “General Prologue”; presentations
- 16 M Chaucer, “General Prologue”; presentations
- 18 W Chaucer, “The Miller’s Prologue and Tale”
- 20 F Chaucer, “The Wife of Bath’s Prologue and Tale”; **response #4**

#### Unit 3: Renaissance Lyric
- 23 M Wyatt, “Whoso list to hunt”; “They flee from me”; “Blame not my lute”; Petrarch, Rima 190 [p. 649]
- 25 W Shakespeare, Sonnets 20, 30, 73, 130, 138

#### Nov.
- 1 W Jonson, “On My First Son”; “Song: To Celia”; “To Heaven”; “My Picture Left in Scotland”
- 6 M Herbert, “Redemption”; “Discipline”; “Love (3)”
- 8 W Herbert, “The Altar”; “Church Monuments”; “The Windows”; “Jordan (2)”

#### Unit 4: The Fall and the Enlightenment
17  F  Milton, *Paradise Lost*, Book 8:249-end; **longer essays due 9:30 a.m.**
24  F  Pope, “Epistle 2. To a Lady”; Ingram, “An Epistle to Mr. Pope”
27  M  Swift, *Gulliver’s Travels*, Part 1; **response #5**
29  W  Swift, “A Modest Proposal”

Dec.  1  F  Johnson, [“A Brief to Free a Slave”]; Equiano, *The Interesting Narrative of the Life of Olaudah Equiano*....

**Unit 4 Test, TBA** (the Fall exam period is Dec. 7-21)

**Class and University Policies**
You must turn in a paper copy of all written assignments to receive credit. Late essays will be accepted without penalty only if prior permission has been granted; otherwise, the penalty will be 2% per day, including weekends. Sending me an electronic copy of a late essay will stop the late clock, but a paper copy must also be turned in either directly to me or to the English Department’s drop box (HH 2016E). Missed exams may be made up only with a valid medical excuse.

I will normally reply to email messages within 24 hours, weekends excepted. In the case of emails requiring lengthy replies, I may indicate to you that you should see me in person. **Laptop computers, tablets, smartphones, and other portable electronic devices may become distractions both to the user and to others and so may not normally be used in class.** Speak with me if you believe you require an exemption from this policy.

**Note for students with disabilities:** The AccessAbility Services office, located on the first floor of the Needles Hall extension, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the UWaterloo Academic Integrity webpage, https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour, and the Arts Academic Integrity webpage, https://uwaterloo.ca/academic-integrity/, for more information.

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline, https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-71. For typical penalties check Guidelines for the Assessment of Penalties, https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties.
**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4, https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70. When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

**Appeals:** A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72 - Student Appeals, https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72.

All sources of information that you use in your written work in this class must be cited fully and scrupulously. If I suspect that you have committed an academic offense, including plagiarism, I will report it to the Associate Dean; if the offense is confirmed, the normal result is a failing grade on the assignment and a further five marks off the course grade.

**Essay Assignment #1 (Shorter Essay)**

For this essay you will write an analysis of Chaucer’s portrait of one of the pilgrims in the “General Prologue” to *The Canterbury Tales*. You will make an argument about how the details of the portrait create an impression of and shape an attitude towards the pilgrim. This is what is known as a “close reading” assignment: the idea is to show how particular features of a text – here the description of a fictional character – generate a literary effect – here our sense that we have been introduced to a person of a certain sort.

I will assign you a portrait to write about. On October 13th or 16th, prior to writing the essay, you and one other student will introduce the class to this pilgrim’s portrait. Working as a team, you will read the portrait to the class, then briefly describe the portrait’s most noteworthy features. These presentations will be between three and five minutes, including the time it takes to read the portrait aloud. This part of the assignment will count towards your class participation grade.

Your essay must argue a clear thesis, and it must take the form of a unified and well-structured defence of your thesis. Your grade will be based on the strength and originality of your thesis, on the quality, clarity, and coherence of your supporting arguments, and on the felicity and correctness of your expression. The essay must be 750-1000 words in length, typed, and double-spaced, and follow a consistent documentation format (e.g. MLA Handbook, Chicago Manual of Style). Please use 12-point type and Times New Roman font, set one-inch margins, and number your pages. Late essays will be accepted without penalty only if prior permission has been granted. Otherwise, the penalty will be 2% per day, including weekends.

It is not necessary to consult secondary sources to write this essay, and doing so could hinder your creativity. If you do make use of such sources, however, be sure that they do not control or determine your argument; rather, your critical engagement with them, whether it takes the form of agreement or disagreement, must serve to advance, and must be clearly subordinate to, your own original thesis. Also be sure to cite all use of such sources fully and scrupulously.

**DUE DATE: October 27, 9:30 a.m.**
Essay Assignment #2 (Longer Essay)

Write a well-organized essay about one of the following poems: Greville, *Caelica* #69; Lodge, “Pluck the fruit and taste the pleasure”; Daniel, *Delia* #32; Wroth, *Pamphilia to Amphilanthus* #68. Describe it, analyze it, evaluate it. That is, say what you think needs to be said about it, organizing your response in the form of an argument. Considering some or all of the following questions may provide support for your argument:

- What is the poem’s subject?
- What appears to be the author’s attitude toward this subject?
- Who appears to be speaking? If it isn’t the author, does the speaker’s perspective seem to be different from the author’s? Is there more than one speaker?
- Is a particular audience implied?
- Is a dramatic situation implied?
- How is the poem organized? Is there an argument?
- What sort or sorts of language are used in the poem?
- What is the syntax, or word order, like?
- Is there figurative language in the poem?
- What is the poem’s metre? Its rhyme? Of what importance are these? Are there significant metrical variations?
- What is the poem’s tone? What gives it this tone? Does the tone change?

If it will support your argument, you may also consider interpretive questions of an historical nature, whether biographical, political, religious, or literary historical.

Your essay must argue a clear thesis, and it must take the form of a unified and well-structured defence of your thesis. Your grade will be based on the strength and originality of your thesis, on the quality, clarity, and coherence of your supporting arguments, and on the felicity and correctness of your expression. The essay must be 1500-1800 words in length, typed, and double-spaced, and follow a consistent documentation format (e.g. MLA Handbook, Chicago Manual of Style). Please use 12-point type and Times New Roman font, set one-inch margins, and number your pages. Late essays will be accepted without penalty only if prior permission has been granted. Otherwise, the penalty will be 2% per day, including weekends.

It is not necessary to consult secondary sources to write this essay, and doing so could hinder your creativity. If you do make use of such sources, however, be sure that they do not control or determine your argument; rather, your critical engagement with them, whether it takes the form of agreement or disagreement, must serve to advance, and must be clearly subordinate to, your own original thesis. Also be sure to cite all use of such sources fully and scrupulously.

DUE DATE: November 17, 9:30 a.m.