

ENGL 2230-04: British Literature Before 1789

Course Description.....

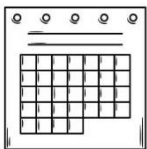


This course addresses early English and British literature. As a class, it will attempt to encompass the literary and cultural movements that begin with the Old English period, extend through the Renaissance, and end in the late 18th century. Over the course of our study, we will engage with texts in the context of cultural, economic, and historical movements, exploring changes in language, tastes, and culture.

Our journey will also be one of skill and craftsmanship. As we explore each text and time period, you will also develop skills in analytical reading, critical thinking, effective argumentation, and engaged interaction. Along the way, we will build a critical and methodological vocabulary that can be used to discuss and analyze any literary text.

Prerequisites: ENGL 1120, ENGL 1127, or ENGL 1123.

The Course.....



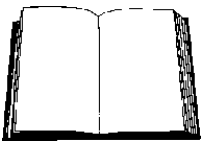
Course Name: ENGL 2230-004
Semester: Spring 2023
Course Dates: January 11 - April 28
Meeting Time: 11:00 a.m. - 12:15 p.m.
Meeting Location: Haley Center (HC) 2204

The Instructor.....



Name: Mrs. Elizabeth Brissey
Email: eds0025@auburn.edu
Office Location: 8023
Student Hours: Drop-In / In-person (TTh 10-11:00 a.m.)
Appointments via Zoom (MW 9-11, by appointment only)

The Necessities.....



Books: *Broadview Anthology Of British Literature*
Concise Vol A, 3rd Edition | (ISBN: 9781554810482)

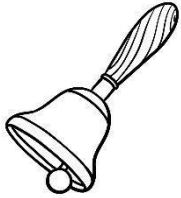
Twelfth Night by William Shakespeare

Tech: Misc. Readings (access through Canvas)
Email Address, checked regularly
Access to MS Word
Canvas + Notifications turned on

Other: 2 Blue books for midterm and final exam

Goals and Student Learning Objectives (SLO's).....

General Goals for Teaching:



- to provide a broad framework of cultural history in which to read literary works
- to explore methods and assumptions of literary and cultural analysis
- to help students develop the related skills of careful reading & effective writing
- to provide a program of guided reading of the literature of Great Britain and England from the origins of English to the present.

General Goals for Learning:

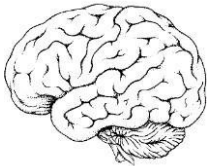


- to acquire strategies for reading texts and an understanding of how they communicate meaning
- to use evidence from the text and the context to carry out basic textual moves: interpreting, justifying an interpretation, and making an argument.
- to become more sophisticated readers, able to recognize multiple interpretations and points of view.
- to understand the relationships between the literary text and its social or historical context.
- to be able to recognize formal features of a literary text in order to develop and articulate criteria for aesthetic judgment.

Student Learning Objectives:

These goals and objectives lead to the following Student Learning Outcomes (SLOs) agreed upon by the University Senate:

SLO B – read and think critically



1. Identify the genre of the text, make reasonable inferences about its central purpose or argument, define its key components, and show how the writer uses these to reach a conclusion or create meaning or impact.
2. Engage the text dialogically, questioning its premises, identifying its limitations, or advancing alternative perspective.
3. Construct a strong, well-reasoned argument by determining which conclusion is supported by the strongest evidence.

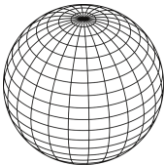
SLO I – analyze and value creative artistic endeavors



1. Define and apply methodologies to investigate the products of the creative process
2. Define and apply methodologies to investigate the creative process through the study and/or participation in production of art, design and areas of creative practice
3. Define and apply methodologies to investigate and interpret information related to the historical, cultural, and other contexts of creative works, and subsequent and ongoing impact

Course Policies & Important Information.....

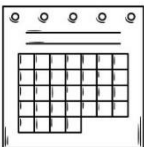
Accessibility Statement



Students who need accommodations must submit their approved accommodations electronically through AU Access and make an individual appointment with the course instructor during the first week of classes—or as soon as possible if accommodations are needed immediately.

If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096. For more information, you can also visit their website.

Assignment Submissions, Makeup Work, & Late Work



- All assignments will be due on the day and time specified on Canvas. The date on Canvas supercedes dates on the syllabus.
- For each calendar day a paper is late, 10% of the grade will be reduced.
- Synchronous work cannot be made up, but an alternative assignment can be arranged.
- Revisions or rewrites will not be offered except in special circumstances.
- I do accept late work for partial credit for up to two weeks after the assignment's due date. If the date for turning something in has passed, please e-mail the assignment to me, along with a short description of the document you attached.
- All missing assignments are scored as “0” until late work is submitted, regardless of whether an extension has been granted.
- If you need to ask for an extension, be sure to do so at least one day before the deadline. Without an extension, assignments will be marked down one letter grade (or 10%) per day.

Communications



Students should stay in communication with the instructor, particularly as it relates to the student's academic needs. Students who require help, modifications, or information should contact the instructor as soon as the need arises. It is the student's responsibility to ensure that they are up to date with the functions of Canvas and the material that is posted there. I encourage all students to ensure that notifications are turned "on" on their mobile devices to ensure that they stay in the loop.

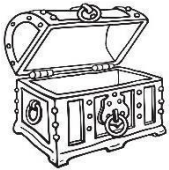
Course Policies & Important Information, (continued).....

Academic Honesty



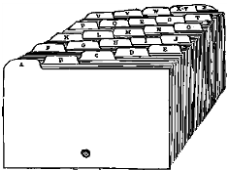
All regulations outlined in the Auburn University Student Academic Honesty code will apply to this course. We will spend time discussing academic honesty and the issue of plagiarism: what it is, why it matters, and how to avoid it. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Bonus Points and Extra Credit



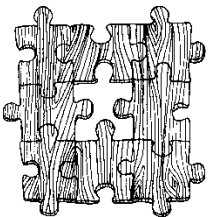
Bonus points are available to students throughout the semester for the following circumstances: (1) the student visits the Miller Writing Center for a major paper and provides documentation via email; (2) the student goes above and beyond the call of duty on assignments (awarding of points is solely at the teacher's discretion); (3) the student's grade at the end of the semester is one point below the threshold for the next grade up (e.g. 69, 79, 89). **Please note that rewrites, extra credit, and bonus points are NOT available for "last minute" needs.**

Early Alert Grades



You will receive an "Early Alert Grade" one week prior to midterm (31st class day). The Early Alert Grade represents your current performance on classwork graded at that point in the semester. If your Early Alert Grade is a "D," "F," or "FA," you will receive an email from the AU Retention Coordinator. Early Alert Grades can be viewed by logging into AU Access, opening the "tiger i" tab, selecting "Student Records," and opening the "Midterm Grades" window from the dropdown box. If the grade appears inaccurate, please contact the instructor.

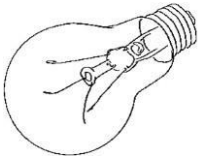
Attendance & Punctuality



Students enrolled in this course will be held accountable to the following attendance policy: 4 or more unexcused absences will result in a grade of FA (failure due to absences). If you have an excused absence—e.g., a university-sponsored trip or doctor's visit—you must provide verification to the course instructor, in writing, no later than one week after the absence occurs. Regarding punctuality, every two instances of tardiness (defined as 5 minutes late or more) will be counted as one absence. Sleeping in class will result in an absence. In most cases, I will attempt to inform students if they are near their allotted number of absences.

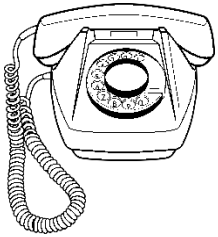
Course Policies & Important Information, (continued).....

Miller Writing Center



The Auburn University Miller Writing Center (MWC) is free and available for students who desire feedback on their writing. When you schedule a meeting, make sure to have a list of questions, your essay, and documents like writing prompts with you when you actually meet. Taking these simple steps will help you and the tutors make the most of your time working together. Meeting with a MWC tutor and providing documentation to me will result in extra credit being applied to the relevant assignment.

Cell Phones, Texting, & Other Things



We will discuss standards of participation and etiquette as a class and determine what counts as acceptable classroom behavior for university students. As a general rule, however, you should plan to attend class, take an active role in discussions, collaborate with and show respect for your classmates and instructor, and contribute to a productive learning community throughout the semester. For further information, students may also consult the AU policy on classroom behavior.

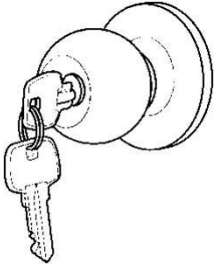
Withdrawal from the Course:

No grade penalty will be assigned for dropping a course on or before midterm. A student who withdraws from a course prior to the 15th class day during Fall or Spring semester will receive no grade assignment; however, after the first 15 days, a “W” (Withdrawn Passing) grade will be recorded for the course. A course may be dropped with a “W” after midterm only under unusual conditions (e.g., serious illness of the student, serious illness or death of a member of the student’s immediate family). Otherwise, a grade of “WF” (Withdrawn Failing) will be assigned.



Course Policies & Important Information, (continued).....

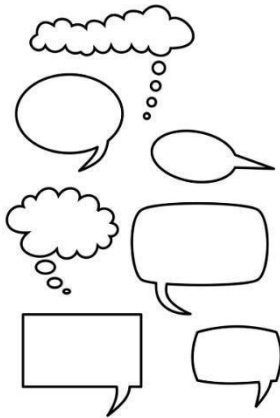
Contact or Meet with Me



Want to meet? I have drop-in student hours in my office every Tuesday and Thursday from about 10:00-11:00 a.m. We can also get together digitally to discuss anything you would like, from research consultations and quick questions to more pressing concerns. There are a lot of ways to talk to me:

- Email me at eds0025@auburn.edu
- Come talk to me after or before class
- Come to my office hours (see the cover page of syllabus for details)

Diversity and Language Use Statement

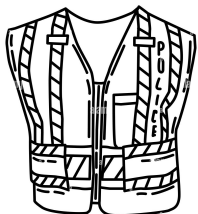


Many writing and literature courses at Auburn University will prepare students to recognize the conventions of writing for English-speaking universities and how to employ audience-oriented strategies of writing and meaning-making.

Language and language use are strategic and stylistic choices made by writers. Linguistically-diverse writing that does not correspond with English- only models are not only **welcome**, but are **valuable and innovative contributions** to the writing process.

Students have a pronounced and sovereign right to access, employ, and experiment with their inherited and learned languages when speaking and writing for the classroom and beyond. This class will not only examine language use as a valuable strategic writing practice, but as a composing process informed by racial and cultural membership, knowledge, and lived experience(s).

Emergency Contingencies



If normal class/university activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans (such as assignments) may be modified to allow the continuance of the course. If this occurs, you will be provided with an addendum, which will replace materials provided at the beginning of the semester.

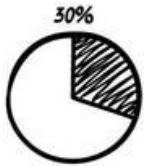
Grades and How You Earn Them—an Assignments Overview

Students complete a variety of assignments throughout the semester. These assignments support academic research and writing that involves more than learning rules of grammar or formalistic conventions; they also require inquiry into the rhetorical and cultural expectations for particular audiences in an academic setting—and thus enter into a “conversation of ideas” in the scholarly community.



20% Midterm

At approximately halfway through the semester, students will complete an in-class examination based upon readings, class lectures, discussions, and journals.



30% Participation, Journals, Discussions, & Quizzes

Each week, students will complete smaller assignments, including individual journals, group discussions, and quizzes on reading and related concepts. These are designed to check understanding, prompt discussion, and inspire writing.



20% Essays One and Two

At two points during the semester, students will complete an essay. The first will be an analytical and interpretive paper, comprised of about 3 pages of close reading and analysis. The second paper will be comparative in nature, although it will also require close reading skills.

This paper will be about 4 pages.



20% Final Exam

During the final examination period (May 2-6), students will complete an examination based upon readings, class lectures, discussions, and journals. While the final exam is cumulative, the focus of the final exam will be on literary, social, and cultural changes to England/ Britain after our Shakespeare reading.



10% Personal Incunabula Project

Students will complete a portfolio-style assignment in which they compile prior journal and discussion board responses, Essays 1 and 2, and a reflective writing assignment contextualizing their academic foci for the semester. Specifications for the assignment will be provided on a corresponding assignment sheet.

ENGL 2230: Daily Assignments and the Personal Incunabula Project

Journals and Discussions

Once per week, I will pose a journaling or group discussion question or prompt to the class. Students are also encouraged to suggest their own prompts. In a reflective but polished journal entry or discussion post, respond to the prompt. You should seek to engage with the primary sources and historical context, but you should also attempt to make a larger point.

These prompts will also be used as midterm and final exam questions, and they may also provide inspiration for the longer essays you will compose during the semester.

Glossary

As we proceed throughout our reading this semester, you will encounter terms, figures, events, places, and concepts that you are unfamiliar with. As part of your group discussion or journal for the week, you may be required to create one glossary entry that clarifies a topic for you and your peers. Glossary entries are encouraged to include images, audio recordings, links to videos, and other multimedia content. I will recommend topics for glossary entries, but students should take the initiative to locate key terms and ideas based on reading, discussion, and research.

The Personal Profile Section

This section comes first in the incunabula and will be completed during the first five weeks of the course. During this time, you will explore your immediate surroundings, whether in Auburn or farther afield, and seek to describe the impact of place (both immediate and historicized) upon your own experiences as a reader and writer. This assignment may take the form of a sort of literacy autobiography, and it should situate both your reading and writing this semester within a personalized and emplaced context.

This section will also include two visual items, as well: the personal coat of arms and the scribal space activities, both of which should be presented in your incunabula assignment.

Final Assignment: The Personal Incunabula

For the final assignment, you will compile the writing you have been working on so far into an e-exhibit. This document is intended to be semi-public (your classmates will visit and reflect on your exhibit), so you should create its contents and curate it with that in mind.

The project is designed to present a unique series of intersections between you, the texts we have explored this semester, and the cultures and historical contexts we have encountered along the way.

Papers One and Two

You will receive separate assignment sheets for both Papers 1 and 2.

Journals and Group Discussions – Overview

Once per week, I will pose a journaling question or discussion prompt to the class based on a reading, a glossary entry, or a student suggestion. In a reflective but polished journal entry, respond to the journal prompt. You should seek to primarily engage with the primary sources, secondary sources, and historical context, but you should also attempt to make a larger point. These prompts will also be used as midterm and final exam questions, and they may also provide inspiration for the longer essays you will compose during the semester.

Journals and Group Discussion– Rubric

| Criteria | Developing | Accomplished | Exemplary | Total |
|--------------------|---|---|--|-------|
| Content Reflection | 0-7 points | 8-16 points | 17-25 points | /25 |
| | Reflection demonstrates limited application, analysis, and/or evaluation of key course concepts and theories. Minimal connections made through explanations, inferences, and/or examples. | Reflection demonstrates some degree of application, analysis, and/or evaluation of key course concepts and theories. Connections made through explanations, inferences, and/or examples. | Reflection demonstrates a high degree of critical thinking in applying, analyzing, and evaluating key course concepts and theories. Insightful and relevant connections made through contextual explanations, inferences, and examples. | |
| Personal Growth | 0-5 points | 6-10 points | 11-15 points | /15 |
| | Conveys limited evidence of reflection on own work in response to the self-assessment questions posed. Demonstrates some personal growth and awareness through inferences made, examples, insights, and challenges. | Conveys evidence of reflection on own work with a personal response to the self-assessment questions posed. Demonstrates satisfactory personal growth and awareness through some inferences made, examples, insights, and challenges. | Conveys strong evidence of reflection on own work with a personal response to the self-assessment questions posed. Demonstrates significant personal growth and awareness of deeper meaning through inferences made, examples, well developed insights, and substantial depth in perceptions and challenges. | |
| Writing Quality | 0-3 points | 4-7 points | 8-10 points | /10 |
| | Writing style that is sometimes unclear and/or with some issues in clarity, accessibility, and overall polish/professionalism. | Above average writing style and logically organized using standard English with few issues in clarity, accessibility, and overall polish/professionalism. | Well written and clearly organized, characterized by elements of a strong writing style and basically free from issues in clarity, accessibility, and overall polish/professionalism. | |

Glossary Assignment Sheet

About once per week, you will be required to create one glossary entry that clarifies a topic or showcases an important figure for you and your peers. Glossary entries are encouraged to include images, audio recordings, links to videos, and other multimedia content.

I will recommend topics for glossary entries, but students may also take the initiative to locate key terms and ideas based on reading, discussion, and research.

| Points | Criteria |
|-----------|--|
| 20 points | Contains clear definition and explanation of term |
| 10 points | Gives helpful citation or reference information |
| 10 points | Contains clearly relevant image, multimedia content, or link to further reading (relevance is explained or clearly illustrates term) |
| 10 points | Language is clear and understandable |

Sample Glossary Entries and Grades:

Entry One: 40/50 (80%)

- Clear terms and definition (20/20)
- Helpful citation information (0/10)
- Relevant Media included (10/10)
- Polish (10/10)

Entry Two: 35/50 (70%)

- Clear terms and definition (20/20)
- Helpful citation information (0/10)
- Relevant Media included (5/10)
- Polish (10/10)

Synthetic Experience:



- The creation and the fetishization of an idea that is based in reality but not necessarily realistic.
 - It does not matter that it isn't real or historically accurate; things that aren't real can have very real effects on people; building your own concept of history.
- § (22, 23, 26)

- Fetishization of what we think a person is, the idea of how an event took place
- Creating an idea that is not rooted in reality but we perceived as reality
- See Funkhouser and Shaw

Simulacrum:

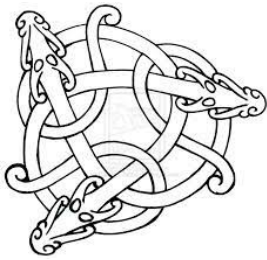
- Semblance, more accurate than an effigy, creating an overall impression of the image as a whole; an unsatisfactory imitation or substitute.
- The image, semblance of a person
 - Effigy is the opposite because effigy usually is negative whereas simulacrum is a "semblance" to the original.
 - See Baudrillard



Weekly Schedule

All readings and assignments should be completed prior to class, unless noted as an “In- Class” assignment, reading, or activity.

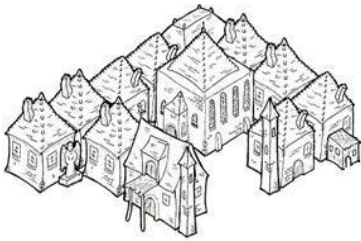
Week One:



Thursday

Introduction to the course, the Old English period, & Anglo-Saxon poetry. In-class reading and activity: Excerpts from Anglo-Saxon literature. Get a copy of the textbook over the weekend if you haven't already.

Week Two:



Tuesday

Topics: The Old English period, material culture, and Anglo-Saxon poetry.

Read: “The Seafarer,” “The Wanderer,” and “The Wife’s Lament”

Thursday

Read: *The Dream of the Rood*

Week Three:



Tuesday

Topics: The 12th Century Renaissance, French influence, medieval romance, King Arthur Legends

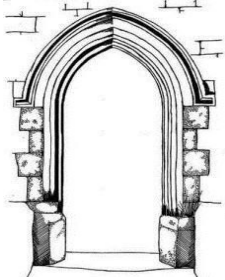
Read: *Lanval* by Marie de France

Thursday

Topics: The 12th Century Renaissance, French influence, Arthuriana

Read: *Bisclavret* by Marie de France

Week Four



Tuesday

Topics: Arthuriana, Chivalric Code

Read: *Sir Gawain and the Green Knight* (fitt 1 & 2) by the Pearl Poet

Thursday

Topics: Arthuriana, Chivalric Code

Read: *Sir Gawain and the Green Knight* (fitt 3 & 4) by the Pearl Poet

Week Five



Tuesday

Read: the introduction to the *Canterbury Tales* and the introduction to the General Prologue (p. 297-298)

Read: *The Miller's Tale* (p.316-329)

Topics: Chaucer, the history of the English language

Thursday

Read: *The Wife of Bath's Prologue and Tale*

Topics: Genres, romance, the role of wome

Week Six



Tuesday

Topics: The Printing Press, Manuscript Culture, and William Caxton; Group discussion; Paper One Discussion and Workshop

Read: *La Morte d'Arthur* (p. 497-516)

Thursday

Topics: Visit to Special Collections (TBD)

Read: *La Morte d'Arthur* (p. 516-537)

Week Seven



Tuesday

Topics: Introduction to Tudor England; Sir Philip Sidney,
Read: selected poems (see Canvas)

Thursday

Topics: Tudor England, Tudor aesthetics; Discussion on material culture
Read: Edmund Spenser, selected poems (see Canvas)
Due: paper One

Week Eight



Tuesday

Topics: Shakespeare and his literary inheritance; Early Modern Drama
Read: *Twelfth Night* Act I and II

Thursday

Topics: Nature imagery, gardens, and pastoral poetics; **Read:**
Read: *Twelfth Night* Act III, IV, and V

English 2230 Syllabus Part II

Spring Break, March 6-10

Week Nine



Tuesday

Read: TBD

Topics: Midterm

Thursday

Read: TBD

Due: Midterm

Week Ten



Tuesday

Read: *Paradise Lost* book 1; conventions of epics (Canvas reading); Milton and Politics (Canvas reading)

Topics: Inkmaking activity. Come to class in clothes you don't mind getting stained or dirty; Introduce Paper 2

Thursday

Read: *Paradise Lost* book 2

Topics: Statecraft in the English Renaissance; Demonic debate

Week Eleven



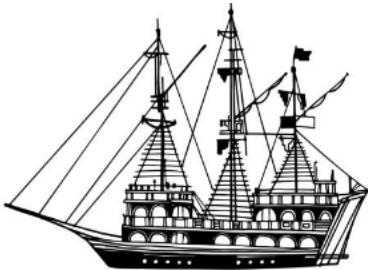
Tuesday

Read: Excerpt of *The Blazing World* by Margaret Cavendish
Topics: Group discussion/activity; writing workshop; Statecraft in the English Renaissance; the Changing Role of Women, Did women have a “Renaissance”?

Thursday

Read: Selected poems of Andrew Marvell, Robert Herrick, Christopher Marlowe, and other selected poems (see Canvas); “Pastoral Verse and Pastoral Comedy-What you Should Know” (Canvas reading)
Topics: Pastoral verse, coteries, gardens, secular love

Week Twelve



Begin: Age of Exploration Unit

Tuesday

Read: Excerpt of *The Large, Rich, and Beautiful Country of Guiana* by Sir Walter Raleigh
Topics: The Age of Exploration; new genres; travel writing; colonialism

Thursday

Read: *The Interesting Narrative of Olaudah Equiano*, Chapter 1
Topics: TBD

**Week
Thirteen**



Tuesday

Read: *The Interesting Narrative of Olaudah Equiano*, Chapter 2

Topics: The Age of Exploration; new genres; travel writing; colonialism

Thursday

Read: *Gulliver's Travels*, excerpts chapters 1-6 (See Canvas)

Topics: The Age of Exploration; new genres; travel writing; colonialism; Exam Review

**Week
Fourteen**



Tuesday

Read: *Gulliver's Travels*, continued.

Topics: The Age of Exploration; new genres; travel writing; colonialism

Thursday

Topics: *Exam Review; Personal Incunabula Project Focus*

Week Fifteen



Tuesday

Read: *TBD*

Topics: Exam Review; PI Project; final journal assignment

Thursday

Read: *TBD*

Topics: Exam Review; PI Project; final journal assignment

