

MOUNT ROYAL UNIVERSITY
Department of English, Languages, and Cultures

ENGL 2210

English Literature to the Restoration

Instructor: Dr. Kenna Olsen
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Office: EA 3154
Office Hours: by appointment

Semester: Fall 2018
Section(s): 001
Classroom(s): EC 1055
Meeting Time(s): F 9:30-12:20

Calendar Description:

This course surveys English literature from its earliest beginnings to the Restoration (1660), with an emphasis on major authors. Students will read a variety of genres closely and critically, and will examine how these texts relate to their socio-political, religious and cultural environments. Students will be introduced to literary research.

Dr. Olsen's Description:

The aim of this course is to explore some of the earliest literary texts written in English. English 2210 is a challenging course for many students because the curriculum is based on the study of Old English, Middle English and Early Modern literature. Still, this challenge is also one of the course's main attraction—it affords students the opportunity to immerse themselves in challenging, beautiful texts from earlier periods that have, in some ways, influenced how and what we read and watch in many of our western influenced cultures. My life was, and still is, influenced by reading these texts that were written hundreds of years ago, and I'm excited to share and discuss them with the class.

It is important acknowledge that the land on which we gather to learn and discover is the traditional territories of the Blackfoot and the people of the Treaty 7 region in Southern Alberta, which includes the Siksika, the Piikuni, the Kainai, the Tsuut'ina and the Stoney Nakoda First Nations,. The City of Calgary is also home to the Métis Nation of Alberta, Region III.

Prerequisites: English 1101/General Education 1401 or 1402 or 1403 and one of English 1131, 1135, 1137, 1151, 1152, 2141, 2216, 2228, 2273, 2293, 2294, 2295, 2298, 2299, or 2301, with a grade of C- or higher

Method of Instruction:

(3 credits) 3 hours lecture

Learning Aims at Mount Royal University:

In every learning experience, both inside and outside of the classroom, Mount Royal helps you gain the knowledge and skills appropriate to your field of studies as well as foundational skills for lifelong learning and self-understanding. Mount Royal's learning aims prepare you to face 21st century challenges by helping you:

- Gain intellectual and practical skills, including:
 - o inquiry and analysis
 - o critical and creative thinking
 - o written and oral communication
 - o quantitative literacy
 - o information literacy
 - o visual literacy

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- o teamwork and problem solving.
- Experience integrative and applied learning, which enables you not only to gain knowledge and skills but to apply them to complex problems and in new settings.
- Develop the knowledge of human cultures and the physical, natural and technological world that will help you engage with the big questions facing us, whether in the past, the present, or the future.
- Develop personal and social responsibility through active involvement with diverse communities and real world challenges.

As you move through the successively higher levels of your undergraduate studies at Mount Royal University, each academic program will also have specific learning aims. For more information on this, please consult your program advisor.

Texts and Other Resources:

REQUIRED:

Gibaldi, Joseph, ed. *MLA Handbook for Writers of Research Papers*. 8th ed., MLA, 2016.

Black, Joseph et al. *The Broadview Anthology of British Literature, Vol.1: the Medieval Period*. 3rd ed., Broadview, 2015.

Shakespeare, William. *Othello*. Edited by Kenneth Muir, Penguin, 2015.

In addition to the above texts, several readings will be distributed by handout. Please keep them in order and bring them to class.

RECOMMENDED:

Any good paper dictionary.

ADDITIONAL RESOURCES: Please consult, on a regular basis, the on-line Blackboard site for our class. Copies of assignments and other course documents will be available on the Blackboard site. I also use Blackboard to email the class any announcements and reminders. Students will submit their take-home writing assignments via Blackboard.

Additionally, students might consult my website, www.emergingmedievalisms.ca, which will give you some insight into my research, scholarship, and teaching. Some information and resources for our class can be found under the “Teaching” tab.

Content warning: Students registered in English 2210 should note that some material may be triggering or upsetting. Some medieval texts are political, graphic, sexual, and violent, both emotionally and physically. As your instructor, I cannot anticipate which texts might provoke reaction for individual readers. If you feel you require support because of any of the content in this course, please feel free to see me so that I can direct you to the appropriate campus resource, or see the list of campus resources at the end of this syllabus.

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Method of Assessment:

1. Participation/Preparation	10%
2. Freewriting	10%
3. Seminar	15%
4. Response papers (2 x 10%)	20%
5. Critical Response paper	15%
6. Final Examination	30%

All take-home assignments and the final examination must be completed in order for students to be eligible for a passing grade in the course. Students are advised to keep a copy of all assignments until their graded assignments are returned.

Participation (10%): Each student is expected to attend class and participate regularly. The participation mark will be based on an overall participation in class discussions (students are expected to demonstrate their preparation through their involvement in the classroom activity). Surprise reading tests may be used as a means of evaluating class preparation. The classroom is intended to be a place for lively, engaged discussion. Please note that if you attend every class but fail to engage in class discussion, your participation mark will be recorded as below average (a C grade indicates average work). Please note that attending class without the assigned and necessary texts will indicate that you cannot participate and are not prepared. Please note that simply attending a class does not constitute participating in a class. Half of your participation grade will be distributed by 19 October; the other 5% will be available at the end of term.

Freewriting (10%): Fifteen to twenty minutes of each class will offer opportunity for students to participate in freewriting. The freewriting exercises will be copied into a bound exercise book (notebook) with lined paper. You will submit your freewriting notebook at the end of the semester. The freewriting will be evaluated on quality, not quantity. You must make a conscientious effort to write in correct prose during your freewriting (this means writing in complete sentences). Freewriting topics will usually be assigned and will ask you to reflect on assigned readings, though you should be prepared to write in a respectful and mature manner on topics of your choosing. Students who must miss a scheduled class will not be able to complete the freewriting for that class; as such, students who miss class will also miss credit for that portion of their overall freewriting assessment. Missed freewriting will not be re-scheduled.

Seminar (15%): Starting in week 3 one (or more, depending on text and length), assigned reading (primary) for the week will be presented by groups of four (or three, depending on our final class list). Sign-ups for specific weeks and texts will take place in our first class, and confirmed in our second class. This oral presentation (approx. 20-25 minutes) will be the starting point for class discussion of the assigned excerpt and larger primary reading. Please note: you are not expected to become an expert on the text, the author or literary tradition; instead, you are responsible for introducing the text to the class. **In essence, you are asked to prepare an explication as a group.** This assignment is worth 15% of your final grade. The group receives one grade; however, I reserve the right to give a lower grade to individual members within a group who have obviously not contributed to the group performance.

Focus of the Seminar: You should first present an aspect of, or an approach to, your text that you find interesting or helpful, referring liberally to SPECIFIC passages from the text to illustrate your points (please note citations so that we can locate the passages during your presentation). The presentation should further our understanding of a significant aspect of the assigned reading by offering a thematic, contextual, intertextual,

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stylistic, structural, or other approach to the work as a whole, or to one or more of its key themes, episodes, motifs, or characters.

Merit is based on evidence of careful reading, thorough, thoughtful engagement with the text and clear articulation of presentation choices. **Please do not use outside sources beyond your textbook and lecture notes.** I'm interested in what you see and how you handle the material.

Each group will complete a contract for group success. **A copy of the contract must be submitted to Dr. Olsen by 14 September (you will have class time to complete this task).**

n.b. –There is no “better” date for presentation – all dates have pros and cons in relation to the workload and assignment dates in this class.

Response papers (2x10%): You will write two 3-4 double-spaced, typed, papers that follow correct MLA style and respond to assigned primary readings. In order to receive a passing grade, these papers MUST be formatted according to MLA style, and must follow the rules of MLA citation. Further details and instructions will be available on 14 September (for Response 1), and on 05 October (for Response 2).

Critical Response paper (15%): You will write a 3-4 double-spaced, typed, paper that follows correct MLA style and responds to assigned primary and secondary readings. In order to receive a passing grade, this paper MUST be formatted according to MLA style, and must follow the rules of MLA citation. Further directions will be available later in the term, by 02 November.

Final Examination (30%): The final exam will be scheduled by the registrar. It will include passage identification, passage analysis and essay questions. Please note that travel or work conflicts are not valid excuses for deferring the final exam. Do not book travel during the examination period.

Grading Scheme: The Department of English follows the grading system described in the *MRU Calendar*. For those assignments for which the grade is expressed as a percentage, the following table of equivalents will apply:

95 - 100	A+	4.00	Excellent. Superior performance, showing comprehensive understanding of subject matter.
85 -94	A	4.00	
80 - 84	A-	3.70	
77 - 79	B+	3.30	Good. Clearly above average performance with knowledge of subject matter generally complete.
73 - 76	B	3.00	
70 - 72	B-	2.70	
67 - 69	C+	2.30	Satisfactory. Basic understanding of subject matter.
63 - 66	C	2.00	
60 - 62	C-	1.70	
55 - 59	D+	1.30	Marginal performance. (Generally insufficient preparation for subsequent courses.)
50 - 54	D	1.00	
0 - 49	F	0.00	Fail. Assigned to students: a) who do not meet the academic requirements of the course, or b) who cease to continue in the course, but do not withdraw as per Mount Royal University policy.

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FOIP: Students should be aware that Mount Royal University operates under the Freedom of Information and Protection of Privacy Act. Please consult the Academic Calendar for further details.

The following is a brief guide for the interpretation of letter-grades (especially written work).

A+: outstanding work.

A: absolutely exceptional work.

A-: excellent work, interesting, challenging, focused, carefully developed arguments, demonstrating a clear command of prose style

B+: very good work, original and insightful arguments, fluid and sophisticated prose, carefully supported arguments.

B: good, even very good, a “B” paper will be free of all writing errors, and demonstrate a coherent argument with a careful organization

B-: better than average, clear engagement with the issues discussed, demonstrating a strong argument.

C+: satisfactory work, but with some weaknesses, perhaps in the organization, or in the development of the argument, or in the sentence structure and style.

C: average work, no substantial problems, but needing improvement in the level of analysis and argument.

C-: some obvious weaknesses in basic skills, or in the development of the argument.

D-D+: minimal pass, problems with basic skills (including content, organization, writing), but with sufficient material to allow credit.

F: incoherent writing style, substantial weaknesses in the argument, misuse of secondary sources, or failure to write on a topic assigned.

Course Policies:

Classroom and electronic equipment: Please engage with your electronic devices during class responsibly, reasonably, and respectfully.

Attendance and Participation: Students are expected to attend all classes and are responsible for all information and instruction provided in them. Marks (on upcoming assignments) will be deducted for absences.

Lectures and discussions provide much of the material for which you are responsible. I will not repeat a lecture, summarize a lecture, or provide anyone with my lecture notes. My lectures are copyrighted material, so no recording, please.

Submissions: Assignments are due at the beginning of class on the due date assigned, unless you are instructed otherwise. Be sure to keep a copy of each assignment for your own records (I urge you to keep a hard copy of your assignments. Please note that I reserve the right to request a hard copy of any assignments at any time). You must keep your notes and assignments together and in order. Please note, finally, that I will not meet with you to discuss returned assignments on the day of their return.

Missed or Late Assignments: Assignments are due as indicated on the course schedule and course outline. In this course, we build on skills garnered throughout the term; this means that weaknesses or adjustments that I identify for you in your work needs to be addressed or rectified by the next submission in order for your work and engagement with the course material to improve and flourish. In order to achieve these levels of understanding and skill competences, assignments must be submitted by the deadline indicated on the course outline, schedule, or assignment sheet, and seminar presentations and/or responses must be shared on the required day. This method

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ensures that I can provide you with comments and suggestions for your work before your next submission date. Late assignments will not be accepted; all assignments, presentations, seminars, and term projects must be completed and submitted in order to achieve a passing grade in this class.

Email Policy: Emails received within 24 hours prior to a due date cannot be guaranteed an answer before the assignment is due. Note, also, that email is not an appropriate alternative to meeting with the instructor during office hours and that email will not be used to explain material that was covered in missed lectures.

Campus Resources: Mount Royal University has several supports for students:

Wellness Services

Room: U216

Phone: 403.440.8877

Web: mru.ca/wellness

Your Mental Health

Are you feeling overwhelmed, stressed and anxious? Finding it hard to be motivated, meet deadlines or attend class? Having a hard time sleeping, concentrating or retaining information no matter how much you study? Help is available! See the mental health website for more information.

Student Learning Services

Room: EL2100 (Riddell Library and Learning Centre)

Phone: 403.440.6452

Web: mru.ca/sls

Take charge of your learning by working with Writing and Learning Strategists, Math Learning Strategists, Learning Peers, and Mentors. Develop stronger studying and writing skills, work toward a better understanding of course content, hone math and problem-solving skills, and connect with mentors to help you succeed at university and beyond.

More about Writing and Learning Strategists and Math Learning Strategists:

Writing and Learning Strategists can help you with writing, organizing ideas, referencing, learning, time management, planning presentations, academic reading strategies, exam preparation strategies, and more. Math Learning Strategists support foundational mathematics practice and problem-solving strategies needed for many math, science, business, and statistics-based courses.

Appointments are free of charge and can be booked online (through MyMRU, Academic Success tab), by phone, or in person. Workshops are also offered for a variety of popular topics, and you can find the schedule online.

Iniskim Centre

Room: T110

Phone: 403.440.5596

Web: <http://mtroyal.ca/ProgramsCourses/FacultiesSchoolsCentres/IniskimCentre/index.htm>

The Iniskim Centre offers programs and services to increase the engagement and success of Indigenous students while raising awareness of Indigenous peoples and cultures. The centre recognizes and respects the diversity of all Indigenous peoples of Canada.

Indigenous students can take advantage of:

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- A welcoming space and community for students on campus
- Office hours with instructors, professors, and post secondary coordinators
- Accessibility services including learning accommodations, technology and assessments
- Writing and learning supports — small group sessions are held on writing, studying and referencing
- Library support for research, ideas and possible resources for your studies
- Counseling Services 1.5 days in the Centre and throughout the week in the Wellness Centre
- Academic Advising services to help create and stick to an academic plan
- Workshops that will help you to complete papers, scholarship applications and budgets
- Medicine Trail Program for cultural teachings and practices individually and in small groups
- Indigenous Housing Program for residence resources and community programs
- Aboriginal Science and Technology Program that supports students aspiring to be in or registered in the Faculty of Science and Technology
- Study spaces for tutoring and small group work

Office of Campus Equity & Meaningful Inclusion

Room: C201

Phone: 403.440.5956

Web: mtroyal.ca/diversity
mru.ca/cemi

The Office of Campus Equity & Meaningful Inclusion offers programs and services to foster a safe, respectful, equitable and meaningfully inclusive campus for every member of the Mount Royal community.

Students can access our department to:

- Enjoy a welcoming space and community
- Receive confidential information and support related to discrimination, harassment, accommodation and dating, domestic and sexual violence
- Volunteer for peer-to-peer programming related to social justice or interfaith topics
- Register for a variety workshops and other inclusive programming events (e.g. Movie Nights)
- Participate in faith-based programming and interfaith dialogue
- Receive mediation or conflict management assistance

To schedule an appointment or learn more, visit our website.

Career Services

Room: A200 (Kerby Hall)

Phone: 403.440.6307

Web: mtroyal.ca/careerservices

Career Services provides opportunities for students to clarify, experience and achieve their career and employment goals.

Plan your career: If you are not sure what program or major to choose, wondering if graduate school is an option, want to explore career options related to your program of study - meet with our certified career development team.

Find a job: Build experience while you study and find relevant employment through: resume critiques,

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recruitment events, the Student and Graduate online job bank and our online resource centre. Connect with us in person through individual appointments, workshops, and on-campus recruitment events.

Co-op, Work Experience and Internships: We provide opportunities to integrate experiential learning with your degree.

Accessibility Services

Room: Y201

Phone: 403.440.6868

Web: mtroyal.ca/accessibility

Accessibility Services assists the University in creating an accessible learning environment that encourages full participation in academic courses for students experiencing disability-related barriers.

If you are a student experiencing a disability-related barrier who may require academic accommodation and have not yet registered with Accessibility Services, please contact their office. You must be registered with Accessibility Services to access academic accommodations.

If you are a student with an Academic Accommodation Letter and Professor Acknowledgement form from Accessibility Services, please make an appointment with me as soon as possible to discuss your accommodations in a private and confidential setting. Requests to review and sign academic accommodation documents should not be made during or between classes.

Diversity and Human Rights

Diversity, Inclusion, Human Rights and Sexual Violence: You are encouraged to find general information as well as information on how to address issues related to diversity, inclusion, discrimination, harassment, accommodation, healthy relationships and dating, domestic and sexual violence. See the [MRU Diversity and Human Rights Website](http://www.mtroyal.ca/CampusServices/CampusResources/DiversityHumanRights/index.htm).

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Academic Honesty

Plagiarism and Academic Dishonesty: Please consult the Student Code of Conduct at http://www.mtroyal.ca/wcm/groups/public/documents/pdf/code_student_conduct.pdf.

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Tentative Course Schedule:

Note: please be advised that this schedule is tentative – changes may be made (with notice!) according to class progress. Any changes (including additions and/or deletions to the readings, or changes in test or assignment dates) will be announced in class.

Students are responsible for finding out what the readings are and doing the readings before class. **This schedule does not include all of the readings that will be assigned over the term.** Depending on class progress, handouts may be added to the course readings – you are responsible for all assigned readings, including handouts not included on this schedule. All readings are from the *Broadview Anthology of British Literature, Vol 1: the Medieval Period* unless otherwise indicated.

WEEK	DATE	CLASS ACTIVITY, READINGS AND ASSIGNMENTS DUE
1	07 Sept	Course Introduction; the Middle Ages; <i>The Wanderer</i> ; <i>The Ruin</i> Reading: pp. 41-43; review “Medieval Immersion” on <i>Emerging Medievalisms</i> Seminar sign-up
2	14 Sept	<i>Beowulf</i> (lines 1-1049); <i>Judith</i> Reading: pp. 65-83; 117-126 Seminar sign-up; group contract due (complete in class)
3	21 Sept	<i>Judith / The Wife's Lament/Riddles</i> (selections) Seminar A Response 1 due Reading: pp. 117-126; 46-47; 55-59
4	28 Sept	<i>Lyrics; Sir Orfeo</i> Seminar B Reading: from pp. 248-260; 275-285
5	05 Oct	<i>Sir Orfeo; SGGK</i> Seminar C Reading: pp. 275-285; 287-354
6	12 Oct	Reading Break: no class
7	19 Oct	<i>SGGK</i> Seminar D Response 2 due Reading: pp. 287-354

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8	26 Oct	Chaucer Seminar E Reading: pp. 427-445; 479-491
9	02 Nov	Chaucer and Kempe Seminar F Reading: pp. 479-491; from 635-658
10	09 Nov	Kempe and Drama Seminar G Reading: from pp. 635-658; 701-707
11	16 Nov	Elizabeth I; Sidney; Spenser Reading: see Blackboard
12	23 Nov	<i>Othello</i> CR due
13	30 Nov	<i>Othello</i> ; John Donne; review and exam preparation Reading: available on Blackboard and Penguin edition
14	07 Dec	Attend English 5110 conference

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MARKING CODES

ERRORS THAT WILL SERIOUSLY HINDER AN ASSIGNMENT'S SUCCESS; ERRORS BELOW MUST BE RECTIFIED BY THE NEXT WRITTEN ASSIGNMENT

agr or s/v agr	Agreement problem–i.e. subject and verb do not agree; pronoun does not agree with antecedent.
cs	Comma-splice–i.e. joining two independent clauses with a comma.
frag	Sentence Fragment– <u>Serious Error</u> .
m/m or mod.	Modifier Error–either a dangling modifier, or a misplaced modifier.
poss	Error in use of possessive form.
punct	Punctuation Error.
ref	Referent Error–a pronoun has no clear antecedent.
run-on	Run-on sentence–i.e. two independent clauses joined without any punctuation.
sp	Spelling Error– <u>Serious Error</u> .
ss	Sentence structure error.
//	Parallelism error.

ERRORS AGAINST MLA STYLE

MLA	Error in documentation or MLA style.
source?	Argument or claim is in need of a source– <u>Serious Error</u> .

ERRORS OF OTHER TYPE (STYLE, DEVELOPMENT, CONTENT, ETC.)

awk	Awkward syntax, diction, phrasing, or structure.
dev	Development needed.
diction	Diction weakness or error.
gen	Overgeneralisation.
log	Logic error–in sentence, in diction, in argument.
organis.	Organisation problem–i.e. ideas do not follow logically, or are not organised effectively.
PP	Paragraphing Errors–weak or faulty transitions; new paragraph needed; not an actual paragraph.
prfrd	Proofread–essay needs to be proofread– <u>Serious Error</u> .
pv or voice	Passive Voice problem–in general, you should try to use the active voice in your writing. Use the passive voice carefully.
qual	Qualification needed.
red	Redundant.
rep	Repetitive–i.e. repetitive ideas, diction or phrasing.
sign?	Significance?–significance of statement of quotation not fully developed.
slang	Inappropriate use of slang.
this?	“This” what?? Do not use “this” without the noun it modifies. The same goes for “these,” as in “these are...” or “this is...”. Use the full idea, as in “this idea is...” or “these issues...”
trans	Transition error–i.e. between ideas or arguments; between paragraphs.
vague	Diction or sentence is too vague.
verb	Verb Error or errors–i.e. an error in tense, or a shift in tense; an error in the form of the verb used.

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wordy	Wordiness—taking too many words to say what a more precise phrase or sentence can accomplish effectively.
ww or wc	Wrong word or word choice.
^	Insert here (usually with a suggested correction above).
/	Insert a space here.
¶	Paragraph.