

Syllabus for English 60 – Eureka Campus		
Semester & Year	Fall 2017	
Course ID and Section #	English 60—E3028	
Instructor’s Name	Dr. Sean Thomas (Herrera-Thomas)	
Day/Time	T/Th 1:15-2:40	
Location	HU 115	
Number of Credits/Units	3	
Contact Information	<i>Office location</i>	Science 216I
	<i>Office hours</i>	Th 12-1 (Eureka)
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Textbook Information	<i>Title & Edition</i>	<i>The Norton Anthology of English Literature: Volume I</i> (9 th edition)
	<i>Author</i>	Greenblatt, et al.
	<i>ISBN</i>	9780393912470
Course Description		
An introduction to British literature from the middle ages through the eighteenth century. Students will explore the ideas and literary features of major works within their historical and cultural contexts.		
Student Learning Outcomes		
<ol style="list-style-type: none"> 1. Generate interpretive arguments about literature that adhere to the conventions of literary analysis and academic discourse. 2. Apply knowledge of historical, intellectual, and/or cultural contexts in interpreting the significance of literary texts. 		
Special Accommodations		
College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request at least one week before the first test so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will be made. If you have a disability or believe you might benefit from disability related services and may need accommodations, please see me or contact Disabled Students Programs and Services . Students may make requests for alternative media by contacting DSPS at 707-476-4280.		
Academic Support		
Academic support is available at Counseling and Advising and includes academic advising and educational planning, Academic Support Center for tutoring and proctored tests, and Extended Opportunity Programs & Services , for eligible students, with advising, assistance, tutoring, and more.		
Academic Honesty		
In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student’s status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website at: http://www.redwoods.edu/board/Board-Policies/Chapter-5-Student-Services , and scroll to AP 5500. Additional information about the rights and responsibilities of		

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students, Board policies, and administrative procedures is located in the college catalog and on the College of the Redwoods website.

Disruptive Classroom Behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process a disruptive student may be temporarily removed from class. In addition, he or she may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website at:

<http://www.redwoods.edu/board/Board-Policies/Chapter-5-Student-Services> and scroll to AP 5500.

Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the college catalog and on the College of the Redwoods website.

Emergency Procedures for the Eureka campus:

Please review the campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). The Eureka **campus emergency map** is available at:

(<http://www.redwoods.edu/aboutcr/Eureka-Map>; choose the evacuation map option). For more information on Public Safety, go to <http://www.redwoods.edu/publicsafety>. In an emergency that requires an evacuation of the building:

- Be aware of all marked exits from your area and building.
- Once outside, move to the nearest evacuation point outside your building:
- Keep streets and walkways clear for emergency vehicles and personnel.
- Do not leave campus, unless it has been deemed safe by the Incident Commander or campus authorities. (CR's lower parking lot and Tompkins Hill Rd are within the Tsunami Zone.)

RAVE – College of the Redwoods has implemented an emergency alert system. In the event of an emergency on campus you can receive an alert through your personal email and/or phones at your home, office, and cell. Registration is necessary in order to receive emergency alerts. Please go to <https://www.GetRave.com/login/Redwoods> and use the "Register" button on the top right portion of the registration page to create an account. During the registration process you can elect to add additional information, such as office phone, home phone, cell phone, and personal email. Please use your CR email address as your primary Registration Email. Your CR email address ends with "redwoods.edu." Please contact Public Safety at 707-476-4112 or security@redwoods.edu if you have any questions.

College of the Redwoods is committed to equal opportunity in employment, admission to the college, and in the conduct of all of its programs and activities.

Other Important Information

Participation

Your participation in this class is essential to your success because active learning and conversation are required for developing your analytical reading and writing abilities. Plus, my teaching philosophy seeks to build our course upon the foundation of student-generated content as much as possible. This means that although I have studied early-modern English literature for years and years, your interactions with the material and with me and one another will mostly determine what happens in this class this semester. In other words, we won't have much of a class without everyone's constant and engaged participation, so please know up front that I operate from the perspective that we all will contribute to the success of this class.

Despite its historical distance from us, the texts we examine and lenses we direct toward them will be politically and emotionally charged, and deeply relevant to each one of us. Therefore, from time to time it might be challenging for us to realize that others will have entirely different points of view that, although different from our own, will be based on entirely reasonable interpretations of the same facts that we are looking at. This core challenge of academic discourse is also its most precious quality. Mature, reasoned dialog about the same material involving multiple informed and thoughtful perspectives is the essence of the academic learning community. In other words, in all our work together, our goal is to maintain an inclusive, safe space that honors the value and dignity of our individual life histories, perspectives, and intellectual work. Ultimately, the main reason I value participation so much in teaching English is that the classroom can become a laboratory in which we can all practice how to build a better, more inclusive world together.

Course objectives

1. Demonstrate familiarity with important authors, works, genres, and themes of the period.
2. Analyze and interpret themes found in the literature and intellectual movements of the period.
3. Demonstrate understanding of appropriate academic discourse and the conventions critical literary analysis.
4. Relate the literary works to their historical, philosophical, social, political, and/or aesthetic contexts.
5. Demonstrate comprehension of the above through class discussion, written exams, and essays using appropriate citation form.

Attendance and timeliness

Regular, on-time attendance in any college class is extremely important for student success. In fact, the most important thing you can do as a student is simply just showing up to class and being prepared to get to work. For that reason, please know that I would like you to be in class and to show up on time every day. If you do happen to have excessive absences, and that is basically more than four unexcused absences for the entire semester, I have the right to drop you from the class. Also, an instructor can penalize students for chronic or excessive tardiness, and I reserve the right to mark you as partially absent if you are frequently late to class.

All work is due on the date specified on the syllabus or assignment sheet. If you are absent from class on the due date, late papers will be accepted without penalty only if the absence is excused. Likewise, missed quizzes, tests, and in-class assignments may be made up only if the absence is excused or due to an emergency. Excused absences require written medical, legal, or athletic documentation.

In the event that you do miss class, you are responsible for checking with your classmates to determine

what concepts, issues and material we discussed during your absence. Please note that a significant proportion of the course content will only be available in class lectures, presentation and discussions, and that your knowledge of this material will be assessed throughout the semester.

Extra Credit

I allow students to revise essays after they have been graded, and I will adjust the scores based upon specific changes that reflect consideration of my comments or any other key writing, research, or argument elements. That is the best I can offer in terms of extra credit.

Turnitin.com

The English Department requires all English students to submit their essays to Turnitin.com, which scans them for previously written or published material. Please note that I will review all apparent cases of academic dishonesty with the student and, if necessary, the appropriate administrative officials. Using another person's written work or ideas without proper attribution will result in a failing grade on the assignment and, possibly, an F in the course and academic probation.

Primary graded assignments and grade distribution

Two essays (25% & 50%)

During the semester, you will write two essays.

The first essay will ask you to analyze a short literary text through a specific theoretical, critical, or historical lens; in other words, you will perform "a reading" of a work of your choice, with "reading" being a self-aware process of constructing significance or meaning by seeing the work through the eyes of a theory or school of criticism.

The second essay will ask you to explain how a cultural, intellectual or historical frame illuminates how a text mirrors, sheds light on, or differs from specific features of our present world. This essay will require more robust forays into cultural, intellectual, or social history beyond what is provided by the Norton anthology, so you might begin now the process of identifying your interests for this essay to facilitate your research.

Reading responses (15%)

On a bi-weekly basis, we will have reading response discussion boards on Canvas, in which you will post your reflections or questions about the texts and reply to other's posts. I am not necessarily intending this to be a full-blown online discussion because your out-of-class workload will already be significant with the reading alone, but I do want to provide a space for interactivity because, well, interaction is awesome. Mainly, however, this is really a reading journal activity that will be visible to everyone in the class because I think it is cool to learn what other people are thinking about as they read. I suppose we COULD implement an elaborate sequence of reading quizzes in lieu of this requirement, but that would be far less valuable and enjoyable.

In-class engagement and participation (10%)

I will also give you credit for your active and productive contributions to our class. Usually, our class will blend lecture-y content delivery with conversations about meaning and interpretation. So, on a daily basis everyone will have the opportunity to join in the fun in a constructive way.

Date	Read BEFORE class	
Aug 29	Orientation to the course	
Aug 31	The Middle Ages to ca. 1485 (Norton Anthology, pp. 3-27); "Bede and 'Caedmon's Hymn'" (pp. 29-32); "The Dream of the Rood" (pp. 32-36); "The Wanderer" (pp. 117-120); "The Wife's Lament" (pp. 120-122).	
Sep 05	<u>Beowulf</u> , pp. 36-71	
Sep 07	<u>Beowulf</u> , pp. 72-108	First Canvas post due
Sep 12	<u>Sir Gawain and the Green Knight</u> (Parts 1 and 2, pp. 183-238)	
Sep 14	<u>The General Prologue to the Canterbury Tales</u> (pp. 238-264); Prologue of Langland's <u>Piers Plowman</u> (pp. 370-376); From <u>The Parson's Tale</u> : The <u>Prologue</u> and Chaucer's <u>Retraction</u> (pp. 340-343)	
Sep 19	<u>The Miller's Prologue and Tale</u> (pp. 264-280)	
Sep 21	<u>The Wife of Bath's Prologue and Tale</u> (pp. 282-310); Julian of Norwich, from <u>A Book of Showings</u> (pp. 412-424); Margery Kempe, from <u>The Book of Margery Kempe</u> (pp. 424-437)	Second Canvas post due
Sep 26	<u>The York Play of the Crucifixion</u> and <u>The Second Shepherd's Play</u> (pp. 439-477)	
Sep 28	<u>Everyman</u> (pp. 507-529)	
Oct 03	The Sixteenth Century 1485-1603 (pp. 531-563); Sidney, <u>The Defense of Poesy</u> (pp. 1044-83); Hoby, Castiglione's <u>The Courtier</u> (pp. 704-720); Lanyer, "Eve's Apology in Defense of Women" (pp. 1433-36)	
Oct 05	Wyatt: "The Long Love," "Farewell, Love," "My Galley," "Whoso Listeth to Hunt," "Divers Doth Use" , "They flee from me" (pp. 648-654). Surrey: "Love, That Doth Reign," "The Soote Season," "Alas! So All Things," "Th'Assyrian King" (pp. 662-670). Spenser, <u>Amoretti</u> : all selections (pp. 985-989) Sidney, From <u>Astrophil and Stella</u> (all selections, pp. 1084-1101)	Third Canvas post due
Oct 12	Spenser: <u>The Faerie Queene</u> , Book 1, Cantos 1-6 (pp. 775-855).	Essay #1 due
Oct 17	Spenser: <u>The Faerie Queene</u> , Book 1, Cantos 7-12 (pp. 855-934).	
Oct 19	Shakespeare (pp. 1166-70), <u>King Lear</u> , Act 1	
Oct 24	<u>King Lear</u> , Acts 2 and 3	Fourth Canvas post due
Oct 26	<u>King Lear</u> , Acts 4 and 5	
Oct 31	Shakespeare, Sonnets (pp. 1171-86)	
Nov 02	Donne, <u>The Holy Sonnets</u> (pp. 1410-15); Milton,	

	Sonnets (all selections, pp. 1939-43): poems, "On Shakespeare" (p. 1909), "L' Allegro" and "Il Penseroso" (1909-17); Jonson, Sonnets: "To My Book" (p. 1539), "To William Camden" (1540); Poems, "To John Donne" (1541, "On My First Son" (1542), "To Penshurst" (1546); Lady Mary Wroth, From <u>Pamphilia to Amphilanthus</u> (pp. 1566-71)	
Nov 07	Donne: "The Canonization" (p. 1377), "The Flea" (p. 1373) Herbert: "The Altar" & "Redemption" (p. 1707), "Easter Wings" & Affliction (1)" (1710); "Prayer (1)" and "Jordan" (1) (1711); "Church Monuments" (1712); "The Windows" and "Denial" (1713); "Man" (1715); "Jordan (2)" (1716); "The Pilgrimage" (1718); "The Pulley" (1721); "The Flower" (1721).	Fifth Canvas post due
Nov 09	Marvel: "To His Coy Mistress" (1796), "The Mower Against the Gardens" (1800), "Damon the Mower" (1801), "The Mower to the Glow Worms" (1803), "The Mower's Song" (1803), "The Garden" (1804)	
Nov 14	Milton: <u>Paradise Lost</u> , Bk 1, ll. 1-155; Bk 4, ll. 1-408; Bk 5, ll. 1-135.	
Nov 16	Milton: <u>Paradise Lost</u> , Bk 9 (all); Bk 12, ll. 466-649.	
Nov 21	"Gender Relations: Conflict and Counsel" (pp. 1648-1660); Bacon, <u>Essays</u> , "The Advancement of Learning," "Novum Oranum" (pp. 1661-86); Hobbes, "Leviathan" (all selections, pp. 1856-67); Locke, "An Essay Concerning Human Understanding" (pp. 2280-83). Dryden (all selections, pp. 2208-2259);	Sixth Canvas post due
Nov 28	Pope, "Essay on Criticism" and "Rape of the Lock" (pp. 2669-2705).	Essay #2 due
Nov 30	Swift, "A Modest Proposal" (pp. 2633-39); Pope, "An Essay on Man" (pp. 2713-21).	
Dec 05	Addison and Steele (all selections, pp. 2639-2665); Samuel Johnson: <u>Rambler</u> No. 5 (pp. 2852), <u>Idler</u> No. 31 (2854), <u>Rambler</u> No. 4 (2923), <u>Rambler</u> No. 60 (2926), from <u>Dictionary</u> (pp. 2929-36); "Preface to Shakespeare" (pp. 2936-47), from <u>Lives of the Poets</u> (On <u>Paradise Lost</u> , pp. 2950-55; On Pope, pp. 2956-59).	
Dec 07	Poetry of Sensibility: Gray (all selections, pp. 3047-54); Collins (all selections, pp. 3054-61); Goldsmith, "The Deserted Village" (pp. 3062-71); Cowper, all selections (pp. 3071-78).	Seventh Canvas post due
Finals Week		

**Please note that the above schedule may be changed and reading selections may be added or subtracted based on the professor's discretion. Any such changes will be announced in class.