

Course ID:	Course Title:	Fall 2021
EN 221	English Literature to 1800	Prerequisite: 3 EN credits
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In person	Instructor:	D. Dyck (Ph.D.)	First Day of Classes:	September 8, 2021
Days:	W/F	Email:	darren.dyck@ambrose.edu	Last Day to Add/Drop:	September 19, 2021
Time:	10:00-11:15 am	Phone:	Ext. 6931	Last Day to Withdraw:	November 22, 2021
Room:	RE 132	Office:	L2069	Last Day to Apply for Extension:	November 23, 2021
Lab/Tutorial:	n/a	Office Hours:	W 1-2 pm, Th 10-11 am	Last Day of Classes:	December 13, 2021
Final Exam:	Dec. 15, 9 am-12 pm, RE 132				

Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar>.

Course Description

A foundational course in literary studies, this class provides an introduction to a wide range of literary works in English from the eighth century to the late eighteenth century. The course introduces students to the breadth of genres that comprise the English literary tradition. Significant attention will be given to critical reading skills and further development of writing skills.

Expected Learning Outcomes

This course considers many of the most important landmarks of writing in English. These landmarks, though, are not simply sights to be seen or (less metaphorically) texts to be read; rather, they teach us something about how to read and how people have read in the past. Students will thus gain a valuable ground for further literary and humanistic studies, and for becoming more thoughtful, civilized human beings. In particular, diligent students will:

- gain a broad knowledge of English literary authors, movements, and eras from the Middle Ages to the end of the Eighteenth Century and understand the relationship of these to the political, social, and religious history of England;
- gain familiarity with historic English prose styles, the various conventions of closed form English poetry, and the meaning of these forms; and

- consider the intricate relationship of the Christian faith to the literature of this period.

Textbooks

- Greenblatt, Stephen, et al, eds. *The Norton Anthology of English Literature: Volumes A, B, C*. 10th ed. Norton, 2018.
- Shakespeare, William. *The Merchant of Venice*. Ed. Leah Marcus. Norton Critical Edition. Norton, 2012. (This text is bundled with the *Norton Anthology*.)
- Baldick, Chris. *Oxford Dictionary of Literary Terms*. 4th ed. Oxford University Press, 2015.

Course Schedule

Date	Lecture/Discussion	Readings	Key Terms	Assignments
Sept				
8	Introductions			Commonplace Book Assigned
10	What is <i>Literary History</i> ?	No Readings		Essay 1 Assigned
15	Discussion Class	from VOLUME A: THE MIDDLE AGES <ul style="list-style-type: none"> • NAEL INTRO. TO <i>BEOWULF</i> (pp. 37-42) • <i>Beowulf</i> (ll. 1-1250; pp. 42-70) 	<ul style="list-style-type: none"> • accentual verse • alliterative metre • epic • convention • <i>ubi sunt</i> • kennings • litotes 	
17	Body and Blood	<ul style="list-style-type: none"> • <i>Ancrene Wisse</i> (pp. 154-7) • ME Incarnation and Crucifixion Lyrics (pp. 426-9) 		
19	Last day to	add/drop with tuition refund		
22	Discussion Class	<ul style="list-style-type: none"> • NAEL INTRO. TO CHAUCER (pp. 256-61) • Chaucer, <i>Canterbury Tales</i>: General Prologue (pp. 261ff) <ul style="list-style-type: none"> • Introduction (ll. 1-42) • The Knight (ll. 43-78) • The Prioress (ll. 118-162) • The Clerk (ll. 287-310) • The Wife of Bath (ll. 447-478) • The Pardoner (ll. 671-716) • Conclusion (ll. 717-860) 	<ul style="list-style-type: none"> • accentual-syllabic verse • stock character • type 	
24	<i>Christian Heroism?</i>	<ul style="list-style-type: none"> • NAEL INTRO. TO SIR GAWAIN (pp. 201-3) • <i>Sir Gawain and the Green Knight</i>, Fitts 1-2 (pp. 204-27) 	<ul style="list-style-type: none"> • Arthurian literature 	
29	Discussion Class	<ul style="list-style-type: none"> • <i>Sir Gawain and the Green Knight</i>, Fitts 3-4 (pp. 227-56) 	<ul style="list-style-type: none"> • chivalric romance • courtly love • allegory 	
Oct				

1	The Indifferent Beloved	<p>from VOLUME B: THE 16TH AND EARLY 17TH CENTURIES</p> <ul style="list-style-type: none"> • NAEL INTRO. TO THE 16TH CENTURY (pp. 3-6; 13-4) • Wyatt, “Whoso list to hunt” (p. 121) • Spenser, <i>Amoretti</i>, nos. 54, 64, 75 (pp. 488-9, 490) • Constable, <i>Diana</i>, no. 6.2 (p. 515) • Drayton, <i>Idea</i>, no. 8 (p. 519) • P. Sidney, <i>Astrophil & Stella</i>, nos. 31, 71 (pp. 592, 597) • Shakespeare, Sonnet 130 (p. 736) • Wroth, <i>Pamphilia to Amph.</i>, nos. 1, 40 (pp. 1116, 18) 	<ul style="list-style-type: none"> • sonnet • Petrarchan • conceit • blazon • metre • iamb • trochee 	
6		Spiritual Emphasis Day: No Classes		Last Day to Submit Essay 1 Thesis Statement
8	Discussion Class	<p>Read in this order:</p> <ul style="list-style-type: none"> • NAEL INTRO. TO THE 16TH CENTURY (pp. 19-21) • Marlowe, “The Passionate Shepherd” (p. 678) • Raleigh, “The Nymph’s Reply” (p. 527) • Herrick, “To the Virgins ...” (p. 1312) -- • Marvell, “To His Coy Mistress” (p. 1346) • Jonson, “Inviting a Friend to Supper” (p. 1094) -- • Marvell, “The Mower’s Song” (p. 1353) • Spenser, <i>The Faerie Queene</i>, Can. 1, Sts. 1-5 (pp. 254-5) • Jonson, “My Picture Left in Scotland” (p. 1101) 	<ul style="list-style-type: none"> • lyric • ballad metre • parody • elision • enjambment • caesura • rhetoric • wit 	
Date	Lecture/Discussion	Readings	Key Terms	Assignments
Oct				
13	Class Exercise: The English Bible	No Readings		Essay 1 Due
15	Venice & Belmont	• Shakespeare, <i>The Merchant of Venice</i> , Act 1	<ul style="list-style-type: none"> • comedy • realism 	
20	Discussion Class	• Shakespeare, <i>The Merchant of Venice</i> , Acts 2-3	<ul style="list-style-type: none"> • tragicomedy • soliloquy • aside 	
22	Law & Grace	• Shakespeare, <i>The Merchant of Venice</i> , Acts 4-5		
27	Midterm Exam	No Readings		

29	Sexy-Religious or Religious-Sexy?	<ul style="list-style-type: none"> • <i>NAEL</i> INTRO. TO JOHN DONNE (pp. 920-22) • Donne, “The Flea” (p. 923), “The Good Morrow” (p. 924), “The Sun Rising” (p. 926), “The Canonization” (p. 927), “Air and Angels” (p. 930), “A Valediction: Forbidding Mourning” (p. 935), Holy Sonnet 1 (p. 960), Holy Sonnet 14 (p. 963), Holy Sonnet 17 (p. 964) 		Essay 2 Assigned
Nov				
1	Last day to request revised time for a final exam			
3	Discussion Class	<ul style="list-style-type: none"> • <i>NAEL</i> INTRO. TO GEORGE HERBERT (pp. 1255-7) • Herbert, “The Altar” (p. 1257), “Redemption” (p. 1258), “Easter Wings” (p. 1259), “Prayer (1)” (p. 1261), “Jordan (1)” (p. 1262), “Love (3)” (p. 1275) • Vaughan, “They Are All Gone into the World of Light!” (p. 1285) • Crashaw, “On the Wounds of Our Crucified Lord” (p. 1296) • Philips, “A Married State” (p. 1334), “Friendship’s Mystery” (p. 1336) • Marvell, “A Dialogue Between the Soul and Body” (p. 1342), “The Definition of Love” (p. 1348) 	<ul style="list-style-type: none"> • metaphysical poets 	
5	Milton’s Ambition	<ul style="list-style-type: none"> • <i>NAEL</i> INTROS. TO JOHN MILTON (pp. 1447-51; 1493-5) • Milton, <i>Paradise Lost</i>, Bk. 1.1-375 (pp. 1495-1504), Bk. 3.1-343 (pp. 1537-44) 	<ul style="list-style-type: none"> • blank verse • invocation • epic simile 	
10	Fall Break: No Classes			
12	Fall Break: No Classes			
17	Discussion Class	<ul style="list-style-type: none"> • Milton, <i>Paradise Lost</i>, Bk. 9 (pp. 1643-68) • Lanyer, <i>Salve Deus</i>: “Eve’s Apology” (pp. 983-6) 		
19	Reason and Order	<p>from VOLUME C: THE RESTORATION AND 18TH CENTURY</p> <ul style="list-style-type: none"> • <i>NAEL</i> INTRO. TO THE RESTORATION AND 18TH CENTURY (pp. 19-24) • <i>NAEL</i> INTROS. TO ALEXANDER POPE (pp. 486-90; 534-5) • Pope, from <i>An Essay on Man</i> (pp. 534-42) 	<ul style="list-style-type: none"> • neo-classicism • heroic couplet 	
22	Last day to withdraw from courses without academic penalty			
24	Discussion Class	<ul style="list-style-type: none"> • <i>NAEL</i> INTROS. TO JONATHAN SWIFT (pp. 254-6; 278-9) 	<ul style="list-style-type: none"> • novel • irony 	

		• Swift, <i>Gulliver's Travels</i> , Part 1 (pp. 279-322)	• satire	
26	<i>Capax Rationis?</i>	• Swift, <i>Gulliver's Travels</i> , Part 4 (pp. 407-54)		Commonplace Book Due
Dec				
1	Discussion Class	• Burney, <i>The Journal and Letters</i> (pp. 940-58)	• realism	
3	The Literary Critic	• Johnson, from <i>The Preface to Shakespeare</i> (pp. 807-817), from <i>Lives of the Poets</i> : "Cowley" (pp. 817-819), "Milton—[<i>Paradise Lost</i>]" (pp. 820-825), "Pope" (pp. 826-829)		
8	Discussion Class	• Gray, "Elegy Written in a Country Churchyard" (p. 998)	• elegy	
10	Conclusions			Essay 2 Due

Requirements:

Evaluation:

10% Participation and Reading Quizzes

Participation is your visible engagement with the class and the texts: look alert, ask questions, share your thoughts, and visit my office to discuss the course material and your work. Participation requires regular attendance: skip classes and your grade will suffer. Short reading quizzes will occasionally be inflicted upon you at the beginning of class-time to ensure that you are keeping up with the course readings.

10% Commonplace Book

Keeping a commonplace book—a topically organized volume of quotations and notes gleaned from and inspired by one's reading—was standard practice for many educated people in the early modern period. This assignment invites you to do the same, quoting from and musing on course and other readings under a variety of topical headings.

50% Essays (2)

You will write two essays in EN 221, one worth 20% on a topic from medieval literature, and a second worth 30% on a topic from Renaissance or early modern literature. You are required to submit hard copies in class and digital files to Moodle.

10% Midterm Exam

The midterm exam will require you to demonstrate your understanding of key literary terms by discussing them in relation to the course texts studied as of October 22nd.

** Students may opt out of writing the midterm by submitting 200-250 words in response to (one or two) class discussion questions on each of the five days designated for class discussion in the course schedule. Submissions (worth 2% each) will be graded entirely on grammar, punctuation, and spelling.*

2/2 = no errors; 1.5/2 = 1-3 errors; 1/2 = 4 or more errors.

20% Final Exam

The final exam will be cover material from the entire course, but special emphasis will be placed on the last third of the course.

Grade Summary:

The available letters for course grades are as follows:

Grade	Interpretation	Grade Points
A+	Excellent	4.00
A		4.00
A-		3.70
B+	Good	3.30
B		3.00
B-		2.70
C+	Satisfactory	2.30
C		2.00
C-		1.70
D+	Poor	1.30
D	Minimal Pass	1.0
F	Failure	0.00
P	Pass	No Grade Points

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Ambrose University Important Information:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are

reported to the Academic Dean and become part of the student's permanent record.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/content/academic-calendar-2>.

Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and are normally granted for 30 days beyond the last day of the term.

Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course.

A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a

postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/writingcentre>

Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See ambrose.edu/crisissupport for a list of staff members.

Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

Note: Students are strongly advised to retain this syllabus for their records.