

<b>Course ID:</b>	<b>Course Title:</b>	<b>Winter 2024</b>
EN 221	Literature to 1800	<b>Prerequisite: 3 credits EN</b>
		<b>Credits: 3</b>

Class Information		Instructor Information		Important Dates	
<b>Delivery:</b>	In-class	<b>Instructor:</b>	Jonathan Goossen, PhD	<b>First day of classes:</b>	January 9
<b>Days:</b>	Tues. & Thurs.	<b>Email:</b>	<a href="mailto:jgoossen@ambrose.edu">jgoossen@ambrose.edu</a>	<b>Last day to add/drop, or change to audit:</b>	January 21
<b>Time:</b>	1:00-2:15 pm	<b>Phone:</b>	403-407-9468	<b>Last day to withdraw from course:</b>	March 28
<b>Room:</b>	L2100	<b>Office:</b>	L2065	<b>Last day to apply for coursework extension:</b>	April 2
<b>Lab/Tutorial:</b>	N/A	<b>Office Hours:</b>	Wed. & Fri. 11:00 am-12:00 pm	<b>Last day of classes:</b>	April 11
<b>Final Exam:</b>	1:00 pm April 20 RE 110		<b><i>The most current version of this syllabus will always be available on Moodle.</i></b>	<b><i>Students are responsible for any changes to it announced in class.</i></b>	

### 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.

### 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 broad knowledge of major English literary authors, movements, and eras from the medieval period to the end of the eighteenth century.
- broadly understand the relationship of these authors, movements, and eras with the political, social, and religious history of England.
- gain broad familiarity with major literary genres and forms and the ways in which they mean.
- consider the intricate and extensive 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* in the bookstore.)  
 Baldick, Chris. *Oxford Dictionary of Literary Terms*. 4th ed. Oxford University Press, 2015.

\*Additional shorter required texts are indicated on the course schedule and are posted to Moodle. **Print a copy**, read it, mark it up, and **bring it to class** on the dates specified.

## Requirements

### Class sessions

- Class sessions will largely be devoted to considering the assigned readings. Therefore:
  - Read all assigned texts **before** the class for which they are assigned.
  - Always **bring the relevant texts to class**.
- Any additional short texts introduced in class will be made available on Moodle.
- In addition to the assigned readings, **you are responsible for the content of all lectures** on these readings, including their historical and literary backgrounds. In other words, **attend class**.

### Assignments

- All assignments are due at the time specified on the course schedule.
- Assignments are to be submitted in **several different forms**: consult assignment sheets for details.
- **Late Assignments:**
  - **The penalty for late assignments** is one refined letter grade per class day (Tues.-Fri.) late. Late assignments may also be graded and returned later than on-time submissions.
  - **Extensions** may be granted on written assignments in extraordinary circumstances, but they must be requested in advance. Plan ahead: busyness is not an extraordinary circumstance.
- **All assignments must be submitted** to be eligible for a passing final grade.

### Attendance

- Because learning how to read literature and write essays is not simply a matter of memorizing facts from Powerpoint slides, **class attendance is mandatory**. Attendance will be taken daily and will affect your participation grade.
- **Any student who misses more than 8 class sessions (1/3 of the course) without legitimate excuse will automatically fail the course**. Students are responsible to report legitimate absences to the professor.

### Communication

- I will use a combination of Moodle announcements and direct email messages to communicate with you about the course, and I will assume that you are receiving these messages. **Therefore, check your Ambrose email regularly**.
- I will do my best to reply to your emails promptly. However, **I do not typically check email on weekends or after 6:00 pm on weekdays**.
- Read the syllabus and relevant assignment sheets **before emailing me** with a question.

## Evaluation

### *Participation & Reading Quizzes – 10%*

**Participation** is your visible engagement with the class and the texts: look alert, ask questions, share your thoughts, and visit the professor's office when you need help. It goes without saying that such participation requires regular attendance: skip classes and your grade will suffer.

**Short reading quizzes** will be randomly inflicted in class to ensure that you are keeping up.

### *Commonplace Book – 10%*

Keeping a commonplace book – a topically organized volume of quotations and notes gleaned from and inspired by one's reading – was standard practice for any educated person 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. **Due April 2**.

### Essays – 20%, 30%

Topics will be assigned for each of two papers. Submit a hard copy in class *and* a digital file to Moodle.

- Essay 1 (Medieval, 1200 words) **due Monday, Feb. 12 5**
- Essay 2 (Renaissance, 1800 words) **due Monday, April 15.**

### Midterm examination – 10%

This will consist of quotation-based short- and paragraph-answer questions about the texts we have read. **In class, February 15.**

### Final examination – 20%

The final exam will cover material from the entire course while placing particular emphasis on post-midterm material. **April 20.**

## Classroom Etiquette

The university classroom is a formal venue to which students and professor alike bring their best selves to the earnest discussion of serious ideas. To help you do that, observe the following guidelines:

- Address the professor by his title: “Professor” or “Dr Goossen.”
  - As an extension of the classroom, email communication should also be formal: don’t email like you text.
- Arrive on time. Attendance will be taken at the beginning of class.
- Do not talk compulsively. Be self-aware and leave space for others’ voices.
- Do not be silent. Speaking is a crucial aid to formulating your thoughts on a topic.
- Eating in a formal venue like a classroom is brutish; since university education is meant to humanize you, don’t do it. Unslurped beverages are fine.
- Texting or having your phone beep, ring, or rumble during class is not quite brutish (animals don’t use phones), but it is certainly crude. Since university education is meant not only to humanize but to civilize you, **turn your phone off and put it away.**
- Despite frothy claims to the contrary by scholars often addicted to it, technology does not usually aid learning. Therefore, **students may not use any device more complex than pen and paper in our classroom.** Contact the professor if you need special accommodation.

## Grade Summary:

Letter Grade	Percentage	Description
A+	96-100	Excellent
A	91-95	
A-	86-90	
B+	82-85	Good
B	75-81	
B-	72-74	
C+	68-71	Satisfactory
C	63-67	
C-	60-62	
D+	56-59	Poor
D	50-55	Minimum Pass
F	0-49	Failure

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.

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# Ambrose University Academic Policies

## Registration

Registration is the process of selecting and enrolling in classes for upcoming semesters. Only students who are registered will be permitted to attend class and receive a grade for the course. You are responsible for ensuring that the courses you take are appropriate for your program, that they do not have any scheduling conflicts, that they have the necessary prerequisites and that they meet all degree requirements.

## Withdrawal From a Course

Prior to the Add/Drop deadline: through the student registration system whereby course(s) will be removed with no academic or financial penalty. After the Add/Drop deadline and until the Withdrawal deadline: through submission of the 'Withdrawal from Course' form whereby course(s) will remain on the permanent academic record/transcript with the symbol 'W'. (See [ambrose.edu/registrar/request-forms](https://ambrose.edu/registrar/request-forms).) Students who withdraw from more than 30 credits attempted at Ambrose University will be required to withdraw from their program. Students considering withdrawing from courses are encouraged to discuss with their Faculty Advisor and/or the Office of the Registrar questions relating to their withdrawal decision specifically relating to financial assistance, study permit requirements, prerequisites for subsequent courses, readmission, and/or graduation timeline. Students who do not formally withdraw from a course are still considered registered in the course, even if they are no longer attending classes. In this case, students will be assigned a grade based on coursework completed as per the course syllabus and are responsible to pay the tuition and fees assessed for the course. Under extenuating circumstances, students may request from the Office of the Registrar a course(s) withdrawal after the Withdrawal deadline and until the last day of classes. Extenuating circumstances typically consider situations such as medical emergencies, compassionate grounds, or unforeseen conditions/situations beyond the students' control that arise after the start of the semester and are considered on a case-by-case basis. Supporting documentation from a physician or Registered Health Professional must accompany this request.

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

## Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

## Communication

Your Ambrose email account is the University's primary and official mode of communication with you. Information delivered to your Ambrose email is considered official notification. Ambrose University is not responsible for your failure to receive important information delivered to your Ambrose email.

## Lecture Recording

The recording of lectures or any other classroom academic activity, other than an audio recording as an accommodation, is prohibited except at the discretion of the instructor. Any use other than that agreed upon with the instructor constitutes academic misconduct and may result in suspension or expulsion. Permission to allow a lecture recording is not a transfer of any copyrights, so such recordings may be used only for individual or group study with other students enrolled in the same class and may not be reproduced, transferred, distributed or displayed in any public or commercial manner. Student must destroy recordings in any, and all formats at the end of the semester in which they are enrolled in the class. All students recording lectures, must sign the Permission Form to audio record lectures which is available through the Office of the Registrar.

## 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.

## 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/academics/academic-calendar>

## 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](mailto:privacy@ambrose.edu).

# 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/sas/writing-services>

## 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](https://ambrose.edu/counselling)
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention Skills and can help you access mental health support. See <https://ambrose.edu/student-life/crisissupport> for a list of staff members.
- For additional wellness resources go to the Ambrose wellness page: <https://ambrose.edu/wellness>

### Off Campus:

- Distress Centre - 403-266-4357
- Alberta Mental Health Helpline - 1-877-303-2642 (Toll free)
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

## Sexual Violence Support

We are committed to supporting students who have experienced gender based sexual violence in the past or while at Ambrose. Many of the staff, faculty, and student leaders have received Sexual Violence Response to Disclosure training. We will support you and help you find the resources you need and you can access information about reporting. Information about the Sexual Violence policy and on and off campus supports can be found on our website— [ambrose.edu/sexual-violence-response-and-awareness](https://ambrose.edu/sexual-violence-response-and-awareness).

### Off Campus:

- Alberta's Oneline for Sexual Violence - 1-866-403-8000 call or text
- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888
- Chat: [www.calgarycasa.com](http://www.calgarycasa.com)

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

**Course Schedule – EN 221 – Winter 2024 (revised)**

Tuesday	Thursday
<p>January 9 – <b>Course Introduction</b></p> <p><b>Assignment:</b> Commonplace Book</p>	<p>January 11 (<i>cancelled</i>)</p>
<p>January 16 – <b>The Early Middle Ages</b></p> <p><b>Read:</b>  <i>NAEL</i> Volume A Introduction pp. 3-11  <i>Beowulf</i> (lines 1-661)  <i>Dictionary:</i> “litotes,” “narrative,” “narrator”</p>	<p>January 18</p> <p><b>Read:</b>  <i>Beowulf</i> (lines 661-3182)  <i>Dictionary:</i> “epic”</p>
<p>January 23– <b>The High Middle Ages: Geoffrey Chaucer</b></p> <p><b>Read:</b>  <i>NAEL</i> Introduction pp. 14-18; Intro to Chaucer pp. 256-61  Chaucer, <i>The Canterbury Tales</i>: “General Prologue” (pp. 261-81)  <i>Dictionary:</i> “stock character,” “type”</p>	<p>January 25 – <b>Program Day: No Classes</b></p>
<p>January 30</p> <p><b>Read:</b>  Chaucer, <i>The Canterbury Tales</i>: “The Miller’s Prologue &amp; Tale” (pp. 281-98)  <i>Dictionary:</i> “courtly love,” “romance,” “fabliau”  <b>Assignment:</b> Essay 1</p>	<p>February 1 – <b>Medieval Christianity</b></p> <p><b>Read:</b>  <i>Ancrene Wisse</i> (pp. 154-57; supplement on Moodle)  Middle English Incarnation &amp; Crucifixion Lyrics (pp. 426-29)</p>
<p>February 6 – <b>The Sixteenth-Century Renaissance Rhetoric &amp; English Lyric Styles</b></p> <p><b>Read:</b>  <i>NAEL</i> Volume B Introduction pp. 3-27 top  George Gascoigne, “The Constancy of a Lover” (Moodle)  Christopher Marlowe, “The Passionate Shepherd” (p. 678)  Sir Walter Raleigh, “The Nymph’s Reply” (p. 527)  Ben Jonson, “To Sir Henry Goodyere” (Moodle)  <i>Dictionary:</i> “rhetoric,” “figure,” “wit”</p>	<p>February 8 – <b>Shakespeare’s Drama</b></p> <p><b>Read:</b>  <i>NAEL</i> Vol. B Introduction pp. 27-33  <i>The Merchant of Venice</i> Acts 1-2  <i>Dictionary:</i> “comedy,” “convention,” “realism”</p>
<p>February 13</p> <p><b>Read:</b>  Shakespeare, <i>The Merchant of Venice</i> Acts 3-5  <i>Dictionary:</i> “plot”</p> <p align="right"><b>DUE: Essay 1 due Monday, Feb. 12 Feb. 5</b></p>	<p>February 15</p> <p>Shakespeare, <i>The Merchant of Venice</i>  <i>Dictionary:</i> “tragicomedy”</p>
<b>READING WEEK</b>	<b>NO CLASSES</b>

Tuesday	Thursday
<p>February 27 – <b>Mid-Term Exam</b> (in-class)</p>	<p>February 29 – <b>The Sonnet</b>  <b>Read:</b>  Henry Constable, <i>Diana</i> Decade 6, Sonnet 2 (p. 515)  Edmund Spenser, <i>Amoretti</i> 15 (Moodle), 75 (p. 490)  Michael Drayton, <i>Idea</i> 8 (p. 519); Shakespeare, Sonnet 130 (p. 736)  Sidney, <i>Astrophil &amp; Stella</i> 71 (p. 597)  Lady Mary Wroth, <i>Pamphilia to Amphilanthus</i> 1, 40 (pp. 1116, 1118)  <i>Dictionary</i>: “Petrarchan,” “sonnet,” “conceit,” “tone”</p>
<p>March 5 – <b>The Seventeenth Century Renaissance</b>  <b>John “Jack” Donne</b>  <b>Read:</b>  <i>NAEL</i> Introduction pp. 891-908; Intro to Donne pp. 920-22  Donne, “The Flea” (p. 923), “The Sun Rising” (p. 926),  “A Valediction: Forbidding Mourning” (p. 935)  <i>Dictionary</i>: “metaphysical poets”</p>	<p>March 7 – <b>John “Dean” Donne</b>  <b>Read:</b>  Donne, <i>Holy Sonnets</i> 1, 5, 10, 11, 13, 14 (pp. 960ff)  Katherine Philips, “Friendship’s Mystery” (p. 1336)</p>
<p>March 12 – <b>George Herbert</b>  <b>Read:</b>  Herbert, “The Altar” (p. 1257), “Easter Wings” (p. 1259), “Prayer (I)”  (p. 1261), “Jordan (I)” (p. 1262), “Man” (p. 1265),  “Love (III)” (p. 1275)</p>	<p>March 14 – <b>The Restoration</b>  <b>John Milton &amp; <i>Paradise Lost</i></b>  <b>Read:</b>  <i>NAEL</i> Vol. B Introduction 908-14; Intro to Milton pp. 1447-51  Intro to <i>Paradise Lost</i> pp. 1493-95  <i>Paradise Lost</i>: Book 1 lines 1-49 375; <b>Book 4 lines 1-775</b>; <del>Book 3.1-343</del>  <i>Dictionary</i>: “apostrophe,” “blank verse,” “epic simile,” “invocation”</p>
<p>March 19  <b>Read:</b>  <i>Paradise Lost</i>: Book 9 lines 1-1189  Amelia Lanyer, <i>Salve Deus Rex Indeorum</i>: “Eve’s Apology” (pp. 983-86)  <i>Dictionary</i>: “decorum”</p>	<p>March 21 – <b>The Eighteenth Century: Satire</b>  <b>Read:</b>  <i>NAEL</i> Volume C Introduction pp. 3-24  Jonathan Swift, <i>Gulliver’s Travels</i>: “Publisher to the Reader” (p. 282)  “Part I” Ch. 1, 2 (pp.289-91), 3, 4, 6  <i>Dictionary</i>: “irony,” “satire,” “nature” (Moodle)  <b>Assignment:</b> Essay 2</p>
<p>March 26 – <b>Ambrose Research Conference: <i>Classes Cancelled</i></b></p>	<p>March 28  <b>Read:</b>  Swift, <i>Gulliver’s Travels</i> “Part 4” Chapters 1, 5-6, 8, 12 (pp. 407ff)</p>

Tuesday	Thursday
<p>April 2 – <b>The Eighteenth Century: Neo-classicism</b>  <b>Read:</b>  Alexander Pope, <i>Essay on Man</i> – from Epistles 1 &amp; 2 (pp. 535-42)  <i>Dictionary:</i> “heroic couplet,” “neo-classicism”</p> <p style="text-align: right;"><b>DUE: Commonplace Book</b></p>	<p>April 4 – <b>The Beginnings of Journalism</b>  <b>Read:</b>  NAEL Intro to Johnson pp. 711-13  Samuel Johnson, <i>Rambler</i> No. 4 (pp. 723-26)  Joseph Addison, <i>Spectator</i> 62 [Wit: True, False, Mixed] (pp. 474-78)  <i>Dictionary:</i> “criticism,” “wit”</p> <p><del><b>The Beginnings of Literary Criticism</b></del>  <b>Read:</b>  Johnson, “The Preface to Shakespeare” (pp. 807-17)  Johnson, <i>Lives of the Poets:</i> “Cowley” (pp. 817-19), “Milton – <i>Paradise Lost</i>” (pp. 820-25)</p>
<p>April 9 – <b>Looking toward the Romantics</b>  <b>Read:</b>  Thomas Gray, “Elegy Written in a Country Churchyard” (pp. 998-1001)  <i>Dictionary:</i> “elegy”</p>	<p>April 11 – <b>Final Class</b>  Course Review  <b>DUE: Essay 2 due Monday, April 15</b></p>
<b>Final Exam: 1:00 pm Saturday, April 20</b>	