English 2223 provides an introduction to selected non-dramatic literature of the medieval and early modern periods. Special attention will be paid to the content and form of these texts but also to their social, economic, and political contexts and to the networks of patronage, readership, and often collaborative authorship that led to their production. In an effort to impose some sort of order on this often bewildering array of writings, in this course we will interrogate the selected texts according to an overarching “humanist” paradigm to which these works contribute and comment. We will also examine the ways that the humanist ideas presented in this literature have been influential in constructing modern attitudes to a number of varied issues.

Required Text (available at the campus bookstore):

Course Requirements: Your final grade will be based on a series of quizzes (10%); two in class assignments (10% each) designed to test two different skills: familiarity with the terms important for the study of the earlier literary periods and the identification and close reading of poetry in context; a final examination (30%); two short papers (about 4 pages each) (15% each); and attendance and class participation (10%). Attendance and productive participation are vital not only because they count towards 10% of the course grade but because discussion of these often difficult texts is important in deciphering the hermeneutical and historical problems they pose. For this reason, attendance is mandatory and missing more than five classes will reduce your course grade significantly.

A Note on Papers: The two papers must be typed according to the style set forth in the MLA Handbook. These papers are expected to be analytic, to have a coherent and narrow thesis derived from a more general topic (note the important differences between the two), and to offer a close reading of specific speeches from the plays. The key to a good paper is to have a good argument. I’ve found two things to be especially useful for students in constructing solid critical arguments: first, try to formulate your thesis as a question. If you have a good, interesting question that seems like it will take a few pages to answer, you’ll probably end up writing a good paper. Second, to help you construct a good argument, think of your task as similar to that of lawyer: your client is your thesis for which you need to construct a coherent, analytical argument and marshal evidence (from the text and potentially other sources) in order to defend. The first paper will be due on October 4, the second November 15. Papers more than two days late will begin accruing a penalty of five points a day.

Plus / Minus Grading: As of Fall semester 2011, UTSA has shifted to plus /minus grading. This system is now mandatory in all classes in the Department of English. According to this system the highest grade of A (94 % and above) translates to 4.0; A- (90-94%) is 3.67; B+ (87-90%) is 3.33; B (84-87%) is 3.00; B- (80-84%) is 2.67; C+ (77-80%) is 2.33; C (74-77%) is 2.00; C- (67-70%) is 1.67; D+ (67-70%) is 1.33; D (60-67%) is 1.00. Anything below that is an F.

Quizzes: The primary function of the quizzes is to ensure that you’ve read the material on the date we’re going to discuss it. You won’t know when the quizzes will be, but I’ll be much more likely to quiz you on the longer works that we do (i.e Boewulf, Chaucer, Utopia, Faerie Queene). These quizzes are extremely short and should be extremely easy if you’ve read that day’s readings (they’ll be extremely difficult if you haven’t!) The quizzes will consist of short-answer, fact-based questions about characters, setting, etc. Only your top three quiz grades (out of four) will count. Therefore, if you do really poorly on one, it won’t adversely affect your grade. So for this reason, if you miss one, you won’t be able to make it up.
**Blackboard**: Log on to Blackboard for the syllabus and copies of the multiple handouts that I’ll be distributing in class. I’ll hand out paper copies of these handouts once in class, but if you’re absent that day, just get it online. I’ll also use Blackboard for any urgent announcements or reminders and for discussion of the works and the class, so be sure to check periodically. **DO NOT** use the email feature of Blackboard to get in touch with me; please use my regular email address ([mark.bayer@utsa.edu](mailto:mark.bayer@utsa.edu)) to reach me.

**A Note on Plagiarism**: The University of Texas at San Antonio defines “scholastic dishonesty” as including but not limited to, “cheating on a test or other class work, plagiarism (the appropriation of another's work in one’s own written work offered for credit), and collusion (the unauthorized collaboration with another person in preparing course work offered for credit). Should a student be accused of scholastic dishonesty, the faculty member may initiate disciplinary proceedings” that could result in failure of the class or even expulsion from the university. The MLA Handbook for Writers of Research Papers provides a detailed discussion of “Forms of Plagiarism” and “Other Issues,” including the impropriety of submitting the same paper to more than one instructor or in more than one class by the same instructor. If you have doubts as to what constitutes plagiarism, ask me. I am very good at catching cases of plagiarism, so don’t do it!

**The University of Texas at San Antonio Academic Honor Code**

**Preamble**
The University of Texas at San Antonio community of past, present and future students, faculty, staff, and administrators share a commitment to integrity and the ethical pursuit of knowledge. We honor the traditions of our university by conducting ourselves with a steadfast duty to honor, courage, and virtue in all matters both public and private. By choosing integrity and responsibility, we promote personal growth, success, and lifelong learning for the advancement of ourselves, our university, and our community.

**Honor Pledge**
In support of the ideals of integrity, the students of the University of Texas at San Antonio pledge:

“As a UTSA Roadrunner I live with honor and integrity.”

**Shared responsibility**
The University of Texas at San Antonio community shares the responsibility and commitment to integrity and the ethical pursuit of knowledge and adheres to the UTSA Honor Code.

**The Tomás Rivera Center for Student Success**: The Tomás Rivera Center offers a variety of programs to meet students' individual learning assistance needs. The Tutoring Center provides tutoring for selected core curriculum courses. Academic Coaches are available for personal appointments. Information-packed Study Skills Workshops teach advanced techniques for studying, such as new ways to prepare for tests and how to remember information more effectively. All services are free to UTSA Students. They are located in UC 1.01.02.

**Disability Services**: Support services, including registration assistance and equipment, are available to students with documented disabilities through the Office of Disabled Student Services (DSS), MS 2.03.19. Students are encouraged to contact that office at 458-4157 prior to starting classes to make arrangements, though they can contact the office at any time.

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CLASS SCHEDULE

(Bear in mind that these dates are subject to change. Although I try to keep to the schedule as best as I can, there will inevitably be slight modifications here and there, for reasons unforeseen)

Thurs, Aug. 30: Introductory Remarks

Tu;es, Sept.4: Introduction to Old and Middle English

Thurs, Sept. 6 – Tues, Sept 11: from Boewolf: “Introduction and Boewolf’s Arrival” (NAEL: 32-42); “the Fight With Grendel” (46-49); “Digressions” (ll. 883-1157; pp. 50-58); “the Fight With Grendel’s Mother” (60-68); “the Fight With the Dragon” (86-99)


Tues, Sept. 25: ****FIRST IN CLASS ASSIGNMENT: DEFINITIONS****


***FIRST PAPER DUE Thursday, October 4***

Tues, Oct. 16 – Thurs, Oct. 18: Thomas More, Utopia (NAEL 521-89)


Thurs, Nov. 8: ****SECOND IN CLASS ASSIGNMENT: IDENTIFICATIONS****

Tues, Nov 13: Renaissance Lyric; read Christopher Marlowe, “The Passionate Shepherd To His Love” (NAEL 1022), Walter Ralegh, “The Nymphs Reply to the Shepherd” (NAEL 917), John Donne, “The Bait” (1274)

Thurs, Nov. 15 – Tues, Nov. 20: More Sonnets; read Philip Sidney, from Astrophil and Stella, #1-9, 52, 71, song 4, 108 (NAEL: 916-931); Edmund Spenser, from Amoretti (NAEL: 863); William Shakespeare, Sonnets # 1, 3, 12, 18, 20, 106, 144 (NAEL: 1028-1042); Mary Wroth, from Pamphilia to Amphilanthus (NAEL: 1457-1461).

***SECOND PAPER DUE Thursday, November 15****


Tues, Dec. 4 : John Milton, “L’Allegro,” “Il Penseroso” (NAEL 1797-1801), Lycidas (NAEL 1805-10), and from Areopagitica (NAEL: 1816-24)

Thurs, Dec. 6: Final Review

Tues, Dec. 18 (10:30-1): ****FINAL EXAMINATION****