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Office Hours
MWF 10:00–11:00
MW 1:00–2:30
and by appointment

Chaucer

(ENGL 413–001)

Spring 2020

MWF 9:00–9:50 a.m.

HLG 321

COURSE MATERIALS

Chaucer, Geoffrey. *The Riverside Chaucer*. 3rd ed. Ed. Larry D. Benson. Boston: Oxford UP, 1987.

COURSE DESCRIPTION

This course serves as an introduction to the works of Geoffrey Chaucer, the father of English literature. In particular, our focus will be *The Canterbury Tales*, but we will also read some of the short poems and *Troilus and Criseyde*, as well as (time allowing) such earlier works as *The Book of the Duchess* and *The House of Fame*. The readings, in their original Middle English, will not only introduce students to medieval genres—romance, fabliau, etc.—but will also illustrate the artistry and humor of this major figure.

GOALS

Students should acquire a detailed knowledge of *The Canterbury Tales* and other works by Geoffrey Chaucer, should show critical understanding of the literature, and should gain a reading knowledge of Middle English.

PREREQUISITES

To enroll in ENGL 413, students either must have upper-division standing, at least 60 hours of credit toward a degree, 6 hours sophomore literature credit, and 3 hours 300-level English literature credit or must have special permission.

ATTENDANCE

Attendance is required, and I recommend that students read the discussion of Class Attendance in the Policies section of the Undergraduate and Graduate Academic Catalog. Students who amass four unexcused absences—i.e., more than a week of class—will have their final grade lowered by a letter grade, and those students with seven or more unexcused absences—i.e., more than two weeks of class—will fail the course. Thus, students should not take this course if the scheduled class time regularly conflicts with their work hours, childcare commitments, religious observances, etc., and students should likewise not schedule appointments with their

physicians, dentists, other professors, etc. for the time when class meets: **students cannot pass if they cannot come to class.**

Excused absences are only those for which I receive printed official documentation of University-sponsored activities or for which I receive some other printed official documentation *from appropriate College or University officials*—i.e., **e-mails, telephone messages, and physician’s notes will not provide acceptable excuses**—and I require copies of such documentation for my records, accepting only those that are provided *prior to the absence or within one week of the individual’s return to class.* (An excessive number of excused absences may require additional verification by the Dean of Students Office.)

Attendance itself will be tracked either from an attendance sign-in sheet that will be passed around or from collected tests. Each student is solely responsible not only for ensuring she/he is not erroneously marked absent, but also for getting any assignments, notes, or announcements he/she may miss as a result of an absence. Incidentally, students should realize that later statements such as “I forgot to sign the attendance sheet at the last class meeting” do not result in being marked present for that class.

Finally, remember that failure to attend class does not constitute a withdrawal; dropping is an administrative procedure that students must undertake for themselves, and failure to withdraw from the course after ceasing to attend will result in a failure for the course.

GRADING

This course uses a ten-point grading scale, and there will be no curve in any grading. So, for instance, a course average of 69.5 is a C, while a 69.4 is a D. I refuse to entertain any pleas for special consideration, and absolutely no extra-credit work will be available. I do not give Incompletes except in very rare instances—and only when I am provided with documentation and with approval of the appropriate university officials. (Graduate students will be called upon to perform additional tasks, have different weighting of assignments, and be evaluated on stricter criteria.)

Undergraduates

Reading Sheets	– 10%
Midterm	– 30%
Final	– 30%
Paper	– 30%

Graduate Students

Reading Sheets	– 6%
Midterm	– 20%
Final	– 20%
Paper	– 20%
Bibliographical Essay	– 15%
Presentations	– 7%
Recitation	– 5%
Oral Reading	– 7%

Each of the above grade categories is a part of the course requirements. Therefore, a grade of “zero” for any of the categories—a failure to meet minimum requirements—will necessitate failure for the student *in the course*, not for that particular category alone.

I reserve the right to change these categories and weights if appropriate.

TESTING

Examinations will use various components to test students' skill reading Middle English, mastery of and familiarity with the readings, understanding of the classroom lectures' content, and ability to synthesize knowledge of the texts through literary analysis. On the written sections, evaluation of responses is also based on a student's ability to write coherent, well-organized, well-developed prose with correct spelling, grammar, punctuation, syntax, and paragraph organization. Make-up tests—which can be in a different format and have different questions—will be given only in the case of a University excused absence and must be taken within 60 hours of the student's return to class, or the test grade will be recorded as a zero. Except in the case of absences due to University sponsored events, make-up tests may need to be taken in the Testing Center, which charges a \$25 fee. Graded tests will not be returned; however, students can check Moodle for grades, and should feel free to come to my office to see their tests, which I shall keep on file.

All test answers must be written in black or blue ink—i.e., pencil or other colors of ink will not be accepted. Each student is responsible for having the writing implements and paper required. If a student lacks these necessities, the points are forfeit.

No electronic devices (cellular telephones, tablets, notebooks, calculators, etc.) are needed during tests. If I see a student with one of these items, either on the desk or viewable on the floor, a grade of "0" will be given for the test—no discussion needed or allowed. The same penalty applies to any form of cheating, so students should carefully read the Grading section above and consult the discussion of Academic Honesty in the Policies section of the Undergraduate and Graduate Academic Catalog. Students caught cheating will fail the course, not the individual task alone, and will be reported to the Dean of Students Office.

WRITTEN ASSIGNMENTS

Over the course of the semester, each student will submit a total of six Reading Sheets. These assignments are very short, most of them fitting on one page, perhaps two. Each Reading Sheet will count separately as part of the overall Reading Sheets grade category. Descriptions of the separate Reading Sheets can be found on the course Moodle site. The first four have set, inflexible due dates and mandatory topics. The remaining two reading sheets each asks students to respond to a given prompt with regard to a specific tale of their own choosing, and the assignments must be turned in at the beginning of class on the first day of discussion of that tale. To format these assignments, students will be required to have a standard MLA format heading, and rather than a title, a simple denotation of which Reading Sheet the submission represents (e.g., Reading Sheet 1) should be centered at the top of the page. (Students should not try to replicate the look of the assignment sheet.) Only completed, **typed** reading sheets will be accepted, and only at the beginning of class on the due dates.

A type-written term paper, an extended critical analysis that uses research, is required. This paper **must** be formatted in accordance with the *MLA Handbook for Writers of Research Papers*, 8th ed., available in bookstores. (Do note that MLA style is more than simply a system

of parenthetical documentation, and the correctness of formatting is part of the assignment.) Students should employ a standard-sized 12 point font—Times New Roman, not some “fancy” font. The paper needs a title, which should not be boldfaced, italicized, underlined, or in a different font size. I do require that students use a staple in the upper left-hand corner instead of a paper clip—do **not** use a cover sheet, folder, or plastic cover—and I refuse to accept unstapled papers. **Undergraduates must also submit the research packet that will be described at a later date.** For undergraduates, the length of this essay should be between **2500–3000 words** (i.e., following the formatting guidelines, about 8–10 pages), and **graduate students are required to write a paper twice that length.**

The assignment has a due date and must be submitted on or before that date. **No late essays will be accepted, except in those extremely rare situations when I deem the circumstances unavoidable and extenuating; rather, I will refuse to accept late work and will record the paper grade as a “zero.”** Students who know that they will be unable to attend class on the final due date must be sure to put their essays in my hands *before* the class period begins. Note that the hard-copy must be both on time and turned in to me—not placed in my mailbox or slipped under my office door—by the end of the class period on the final due date. Also, students who come to me on the due date with stories of last-minute printer problems or other such excuses for not having an in-hand, on-time paper must still electronically submit the essay in PDF format on the due date, submitting a printed hard-copy of that exact paper at the next class meeting in order for the essay to be considered for credit. E-mail submission alone will not be accepted, and electronic files that cannot be opened or are corrupted will be counted the same as no submission. All papers will be kept on file.

I will not proofread written work. Students who wish to discuss their ideas should feel free to come to my office so that we can critically appraise the viability of their proposed lines of thinking. On the other hand, students who want help organizing their essays or who need aid with some of the finer points of grammar, mechanics, punctuation, diction, spelling, and style should go to the Writing Center, located in H. L. Griffin 107. There, trained tutors can assist with the writing process. These tutors do not “fix” papers, but rather, guide students who come with drafts, prepared to work on their writing, going early enough to allow themselves time for revision. Students may want to consult the Writing Center Web site (<https://english.louisiana.edu/about-us/publications-centers/writing-center>). In addition to the Writing Center in Griffin 107, students can use the computers in Griffin 108 to write their papers.

Let me urge students to note the University of Louisiana at Lafayette policy on plagiarism. First, as defined by the University, “Plagiarism ... a specific type of cheating ... occurs when a student passes off as his or her own the ideas or words of another person, when s/he presents as a new and original idea or product anything which in fact is derived from an existing work, or when s/he makes use of any work or production already created by someone else without giving credit to the source. In short, plagiarism is the use of unacknowledged materials in the preparation of assignments.” Anyone at all uncertain about the definition of plagiarism should feel free to ask me for clarification. Take heed that “The University considers both cheating and plagiarism serious offenses. The minimum penalty for a student guilty of either dishonest

act is a grade of ‘zero’ for the assignment in question. The maximum penalty is dismissal from the University.” See the discussion of Academic Honesty in the Policies section of the Undergraduate and Graduate Academic Catalog. Plagiarism is an egregious violation of a student’s academic duty and integrity, and I will pursue severe punishment, beyond failure of the course, for plagiarism.

Further details of the term paper will be given separately.

GRADUATE STUDENTS ONLY

In addition to the assignments already discussed, graduate students must also write a bibliographical essay, give two short presentations, and recite and read aloud—using reasonably correct Middle English pronunciation and inflection—from Chaucer’s works. All of these assignments will be delineated separately.

EXPECTATIONS & POLICIES

Students are expected to keep up with the readings, which denotes having read the material scheduled for discussion at each class meeting. The length of readings will vary, but shorter readings can frequently represent more difficult material. Students should simply follow the schedule to keep current, unless/until they are informed of a change.

All cellular telephones and pagers should be turned off before class to avoid disturbance. Students needing to communicate with the outside world should unobtrusively leave for the day, forfeiting credit for attendance.

When attempting to communicate with me outside of class, students must include the course in the subject line of any e-mail sent to me, and they must also provide their names in the body of their messages and be clear about their questions/concerns, for I will not respond to anonymous or vague e-mail messages. Also note that after the final class meeting, students will need to wait until the following semester to communicate with me: that is, the last day of class is the last day to call or e-mail me in expectation of a response. Further, I shall not return telephone calls from long-distance numbers.

Finally, I urge students to visit the course Web site (<http://www.ucs.louisiana.edu/~cah2547/chaucermain.htm>)—which has not only this current information, but also links to related supplemental pages—and to see the Moodle site for this course, where I will distribute any handouts and where students can discuss topics in forums.

DISABILITY ACCOMMODATIONS

Students needing academic accommodations for a disability must first be registered with the Office of Disability Services (ODS) to verify the disability and to establish eligibility for accommodations. Students may call 337-482-5252 or visit the ODS office in the Conference Center, room 126. Once registered, students should then schedule an appointment with the professor to make appropriate arrangements.

EMERGENCY PROCEDURES

- University Police are the first responders for all emergencies on campus. Dial 911 or 482-6447 to report any emergency.
- The Emergency Information Floor Plan is posted in the hallways for every building. This document includes evacuation routes and other important information. Please familiarize yourself with this document. Students who might need assistance should identify themselves to the teaching faculty.
- In the event that the building fire alarm is sounded, please exit the building immediately and notify University Police. Do not use the building elevator—look for the illuminated Exit Signs to direct you to safety.
- During times of emergency, information may be available on the University's Emergency Hotline: 482-2222. This number is printed on the back of your ID card.
- The university utilizes a text message service to notify its students and employees of campus wide emergencies. To subscribe to this service, log on to <http://www.ul.mobilecampus.com>.
- If you have a disability, special needs, or a medical condition that might render you incapacitated during class, please make this known to your instructor as soon as possible, including any emergency contact information for your next of kin or similar person.

Tentative Schedule

Week One:	
1 / 15	Introduction to the course Introduction (xv–xxix)
1 / 17	Language and Versification (xxix–xiv) “To Rosemounde” (649) “Truth” (653)

Week Five:	
2 / 10	The Miller’s Prologue & Tale
2 / 12	The Reeve’s Prologue & Tale
2 / 14	The Cook’s Prologue & Tale Graduate Students: Oral Reading Due

Week Two:	
1 / 20	Holiday: Martin Luther King Day
1 / 22	“Lak of Stedfastnesse” (654) “Gentilesse” (654)
1 / 24	“Complaint of Chaucer to his Purse” (656) “Chaucers Wordes unto Adam, His Owne Scriveyne” (650)

Week Six:	
2 / 17	The Man of Law’s Introduction, Prologue, Tale, and Epilogue
2 / 19	The Wife of Bath’s Prologue and Tale Reading Sheet 4 Due
2 / 21	WBT (cont.)

Week Three:	
1 / 27	General Prologue Reading Sheet 1 Due
1 / 29	GP (cont.) Reading Sheet 2 Due
1 / 31	GP (cont.) Graduate Students: Recitation Due

Week Seven:	
2 / 24	Holiday: Mardi Gras
2 / 26	Holiday: Mardi Gras
2 / 28	The Friar’s Prologue and Tale

Week Four:	
2 / 3	The Knight’s Tale (Parts 1 & 2) Reading Sheet 3 Due
2 / 5	KnT (Parts 3 & 4)
2 / 7	KnT (cont.)

Week Eight:	
3 / 2	The Summoner’s Prologue and Tale
3 / 4	TBA
3 / 6	Midterm Examination (Part 1)

Week Nine:	
3 / 9	Midterm Examination (Part 2)
3 / 11	The Clerk's Prologue and Tale
3 / 13	The Merchant's Prologue, Tale, and Epilogue

Week Thirteen:	
4 / 6	The Second Nun's Prologue and Tale
4 / 8	The Canon's Yeoman's Prologue and Tale
4 / 10	Easter Holiday/Spring Break

Week Ten:	
3 / 16	The Squire's Introduction and Tale
3 / 18	The Franklin's Prologue and Tale
3 / 20	The Physician's Tale

Week Fourteen:	
4 / 13	Easter Holiday/Spring Break
4 / 15	Easter Holiday/Spring Break
4 / 17	Easter Holiday/Spring Break

Week Eleven:	
3 / 23	The Pardoner's Introduction, Prologue, and Tale
3 / 25	The Shipman's Tale
3 / 27	The Prioress's Prologue and Tale

Week Fifteen:	
4 / 20	The Manciple's Prologue and Tale
4 / 22	The Parson's Prologue and Tale Chaucer's Retraction
4 / 24	<i>Troilus and Criseyde</i> (Books I & II)

Week Twelve:	
3 / 30	The Prologue and Tale of Sir Thopas The Tale of Melibee
4 / 1	The Monk's Prologue and Tale
4 / 3	The Nun's Priest's Prologue, Tale, and Epilogue Paper Prospectus Due

Week Sixteen:	
4 / 27	<i>TC</i> (Books II, III, & IV)
4 / 29	<i>TC</i> (Books IV & V)
5 / 1	<i>The Book of the Duchess</i> (329-46) <i>Parliament of Fowls</i> (383-94) Paper Due

Final Examination
Tuesday, May 5
11:00 a.m.–1:30 p.m.