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Office Hours
MWF 10:00–11:00
MW 12:00–1:00
and by appointment

Survey of Medieval English Literature

(ENGL 417-001)

Spring 2019

MWF 9:00–9:50 a.m.

HLG 321

COURSE MATERIALS

Textbook: *Medieval English Literature*, ed. Thomas J. Garbáty
materials distributed through moodle

COURSE DESCRIPTION

The literature of the Middle Ages can seem very unfamiliar at times, but can then suddenly appear very modern. For instance, in the readings for this course are pieces of conservative religious orthodoxy and items that are essentially dirty jokes—and pieces that combine the two. As a survey of several centuries of medieval literature, this course serves as an introduction to peculiarly medieval genres—romance, fabliau, etc—and an insight into medieval thought. Most readings will be in the original Middle English, which can be intimidating at first, but with practice the ability to read these texts can be a rewarding achievement. Along the way, students will become acquainted with language change and Middle English dialects, although that topic is not the central focus of the course. Included in the readings are two poems by the masterful *Pearl*-poet, excerpts from Langland's *Piers Plowman*, and the *Second Shepherds' Play*—all important texts, so this is a Major Figures course.

OBJECTIVES

Students should acquire a detailed knowledge of selected medieval English literary works, should show critical understanding of the literature, and should gain a reading knowledge of Middle English.

PREREQUISITES

To enroll in ENGL 417, students 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.

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 and quizzes. 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

Quizzes	- 10%
Midterm	- 30%
Final	- 30%
Paper	- 30%

Graduate Students

Quizzes	- 8%
Midterm	- 20%
Final	- 20%
Paper	- 20%
Presentation	- 5%
Recitation	- 2%
Oral Reading 2	- 3%
Bibliographical Essay	- 12%
Syllabus Project	- 10%

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 must be taken in the Testing Center, which charges a \$25 fee. Graded examinations 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.

Along with the examinations, translation quizzes will check students’ continued engagement with the language of the literary works covered in this course. These unannounced quizzes at the beginning of class will cover a particular day’s scheduled readings, asking students to provide a correct Modern English equivalent for a selected Middle English word or phrase. Once I call for quizzes to be passed up, the allotted time for the quiz is over, and no more answers will be accepted. No make-up quizzes will be given for any reason, and students arriving late or leaving early will not be able either to take the pop-quizzes they miss or have additional class time to catch up. University excused absences will negate a missed quiz so that the final average for a student missing a quiz for such a reason would then be based on the quizzes actually taken. (Incidentally, because attendance might be taken from quizzes, students who arrive too late to take the quiz should inform me of their tardiness so that they are not recorded as absent, and students should always turn in quizzes, even if no questions are answered, in order to avoid being marked absent.) As with the tests, graded quizzes will be kept on file, and a running average of quiz grades will be available on Moodle.

All test/quiz 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 or quizzes. 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 2015–2016 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.

TERM PAPER

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.

ADDITIONAL ASSIGNMENTS FOR GRADUATE STUDENTS

In addition to activities already discussed, graduate students will also write a bibliographical essay, produce a syllabus project, give a short presentation, 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, students are urged to visit both the course Web site (<http://www.ucs.louisiana.edu/~cah2547/medlitmain.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 they 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.

9 Tentative Schedule

Note that the scheduled dates for particular readings is exceedingly tentative and that certain items might be cut or new material added. The dates for the midterm examination might likewise be slightly altered. However, due dates are static.

Date	Topic/Reading Assignment
1 / 14	
1 / 16	Introduction to the course
1 / 18	General introduction and ME spelling/pronunciation (1–45) The Lord’s Prayer (Moodle) from <i>The Peterborough Chronicle</i> (Moodle)
1 / 21	Holiday: Martin Luther King Day
1 / 23	Epic-heroic Literature (47) <i>Battle of Brunanburg</i> (49–52) Battle of Vin Moor (from <i>Egil's Saga</i>) (Moodle)
1 / 25	Lyrics: The Lyric (631–32); “Sumer Is Icumen In” (633); “Mirie It Is While Sumer Ilast” (634); “Foweles in the Frith” (635); “Alysoun” (645–46); “Lenten Is Come with Love to Town” (649–50); “The Man in the Moon” (653–54); “The Irish Dancer” (655); “All Night by the Rose” (656); “Complaint to a Pitiless Mistress” (659); “Jolly Jankyn” (662–63); “Jack, the Nimble Holy-Water Clerk” (665–66); “The Servant Girl’s Holiday” (667–68); “Sir John Doth Play” (669–70); “The Smiths” (671); “The Fox and the Goose” (672); “The False Fox” (673–74)
1 / 28	Lyrics: (cont.)
1 / 30	Lyrics: (cont.); “Edi beo thu, hevene quene” (636–38); “Nou Skrinketh rose” (639–41); “Maiden in the Moor Lay” (657–58); “I Sing of a Maiden” (661) Ballads: “Judas” (481–83)
2 / 1	Didactic and Hagiographical Literature (755) from <i>Ancrene Riwle</i> (756–66)
2 / 4	The Beast Fable (537) from <i>The Bestiary</i> (538–44) <i>The Fox and the Wolf</i> (545–53)
2 / 6	The Debate (555) <i>The Owl and the Nightingale</i> (557–602)
2 / 8	Allegorical and Religious Verse (675) Piers Plowman (676) <i>The Vision of William Concerning Piers the Plowman</i> (677–720)
2 / 11	<i>Piers Plowman</i> (cont.)

2 / 13	<i>Piers Plowman</i> (cont.)
2 / 15	<i>Piers Plowman</i> (cont.)
2 / 18	<i>Piers Plowman</i> (cont.)
2 / 20	Pearl (721); <i>Pearl</i> (721–53)
2 / 22	<i>Pearl</i> (cont.)
2 / 25	<i>Pearl</i> (cont.)
2 / 27	<i>Pearl</i> (cont.)
3 / 1	The Romance (141) <i>King Horn</i> (142–80) “Hind Horn” (489–91)
3 / 4	Holiday: Mardi Gras
3 / 6	Holiday: Mardi Gras
3 / 8	TBA
3 / 11	Midterm Examination (Part 1)
3 / 13	Midterm Examination (Part 2)
3 / 15	<i>Sir Gawain and the Green Knight</i> (254–332)
3 / 18	<i>SGGK</i> (cont.)
3 / 20	<i>SGGK</i> (cont.)
3 / 22	<i>SGGK</i> (cont.)
3 / 25	<i>The Land of Cokaygne</i> (Moodle)
3 / 27	<i>Second Shepherds’ Play</i> (882–906)
3 / 29	<i>Second Shepherds’ Play</i> (cont.)
4 / 1	The Breton Lai (333) <i>Sir Orfeo</i> (349–64)
4 / 3	<i>Lanval</i> , Marie de France (340–48) <i>Sir Launfal</i> (365–95)
4 / 5	The Parody-Burlesque (397); <i>The Wedding of Sir Gawain and Dame Ragnell</i> (418–39); “The Marriage of Sir Gawain” (505–517)
4 / 8	Sir Thopas, Geoffrey Chaucer (398–407); “Complaint to his Purse,” Geoffrey Chaucer (408–09)

4 / 10	<i>The Tournament at Tottenham</i> (410–17) <i>The Feast of Tottenham</i> (Moodle)
4 / 12	The Fabliau (441) The Miller's Tale, Geoffrey Chaucer (455–74)
4 / 15	Holiday: Easter/Spring Break
4 / 17	Holiday: Easter/Spring Break
4 / 19	Holiday: Easter/Spring Break
4 / 22	The Miller's Tale (cont.)
4 / 24	The Chronicle (122); from <i>History of the Kings of Britain</i> , Geoffrey of Monmouth (122–140)
4 / 26	from <i>Brut</i> , Layamon (53–91); from <i>The Alliterative Morte Arthure</i> (92–119)
4 / 29	Prose-Lore and Romance (823); from <i>Morte Darthur</i> , Sir Thomas Malory (835–59)
5 / 1	“The Boy and the Mantle” (497–504); <i>The Lay of the Horn</i> , Robert Biket (334–39)
5 / 3	TBA

Final Examination
Friday, May 10 — 11:00 a.m.–1:30 p.m.