



---

# LIT-230: ENGLISH LITERATURE TO 1775

---

**Also listed as:** LIT-230H

**Effective Term**

Fall 2024

**BOT Approval Date**

10/12/2023

**Discipline**

LIT - Literature

**Course Number**

230

**Course Title**

English Literature to 1775

**Short Title**

English Lit to 1775

**Credit Status (CB 04)**

D - Credit - Degree applicable

## Units

**Lecture Units**

3.00

**Total Units**

3.00

## Hours

**Lecture Contact Hours**

48-54

**Out of Class Hours Lecture**

96-108

**Total Contact Hours**

48 - 54

**Total Out of Class Hours**

96 - 108

**Total Student Learning Hours**

144 - 162

**Distance Education**

Yes

## Distance Education

**Distance Education Type**

Both Fully Online and Hybrid Online

**Does the DE also apply to the Honors section?**

Yes



Honors component will meet synchronously (face-to-face or moderated through online technology such as Zoom)

**Fully Online Delivery Requirements:**

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional
- c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

**Are you using publisher content?**

No

**Regular Substantive Interaction**

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times. ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

**Honors / Non-honors**

LIT-230H

**C-ID (Admin Only)**

C-ID ENGL 160

**CB 00**

CCC000600772

**Course Title**

Honors English Literature to 1775

**Approved Cal-GETC Area**

AREA-3B

**Approved Second Cal-GETC Area**

**Approved Third Cal-GETC Area**

**C-ID (Admin Only)**

C-ID ENGL 160

**Catalog Description**

This course chronologically surveys English writing from the Old English period to 1775, examining texts written in English by a wide range of authors from diverse backgrounds. Texts will be examined in light of their political, religious, social, cultural, and historical contexts.



## Requisites

### Prerequisite(s)

#### Prerequisite(s) (must be taken before)

ENGL-C1000 (with a grade of C or better).

## Codes

### TOP Code (CB 03)

1501.00 - English

### CIP Code

23.0101 - English Language and Literature, General.

### Repeatability Code

No

### Grading Option

Letter grade OR P/NP

## GE Information

### Check GE Types Requested

AA/AS C - Humanities

## Cal-GETC Areas

### Approved Cal-GETC Area

AREA-3B

## Learning Objectives

### Learning Objectives

#### Learning Objective

1. Analyze literature written in English to 1775, including voices from a variety of backgrounds, countries of origin, races, socioeconomic classes, ethnicities, sexualities, genders, languages, and abilities.
2. Examine literature written in English from the Old English period to the late 18th century in light of its historical, philosophical, aesthetic, linguistic, and cultural contexts.
3. Compare multiple authors' linguistic, stylistic, thematic, and formal choices across multiple periods within the early English literary tradition.
4. Examine the evolution of English literary traditions, contexts, and genres from the Old English period to the late 18th century.
5. Produce thesis-driven, critical analyses that integrate textual evidence from a variety of primary and secondary texts and adhere to MLA format and citation methods.
6. Participate in collaborative learning and discussion as a group of scholars.

### Honors Objectives

Honors students will:

1. Consider a diverse range of literary texts and authors from various perspectives within their multiple historical, literary, and social contexts.
2. Survey literary criticism, theories, and/or cultural and historical contexts to develop a more nuanced theoretical understanding of the cultural, historical, and literary movements of the time period.
3. Apply theoretical concepts to course literature through written and/or oral discourse.
4. Write analyses that demonstrate advanced knowledge of English literature and its historical contexts up to 1775.

## Learning Outcome Information

### Course Learning Outcomes

#### Learning Outcome

1. Students will appreciate the beauty and relevance of early English literary works.
2. Students will integrate evidence in support of an independent analysis of works of early English literature.
3. Students will empathize with diverse points of view as expressed in early English literature.

### Program Learning Outcomes

#### Learning Outcome

1. Analyze a variety of literary genres in their social, cultural and historical context.
2. Analyze text, recognizing the arguments presented, and construct an effective, argumentative or persuasive response, synthesizing information, concepts, and ideas from various sources and including that knowledge in effective, well-reasoned arguments.
3. Conduct research appropriate to a narrowly specific topic, understanding how to find and evaluate the credibility of sources, incorporating information, concepts and ideas from outside sources through summarizing, paraphrasing, and quoting to develop strong, well-supported arguments, citing sources according to Modern Language Association guidelines
4. Demonstrate understanding of acknowledged methods of critical thinking and analysis of literature.
5. Evaluate the artistic contributions made by writers in the English, American and world literary traditions by analyzing the stylistic, formal, and thematic elements of their works.
6. Present a clear, reasoned, well supported, clearly-organized argument, demonstrating college-level writing skills.
7. Recognize writing as a process of developing, drafting, revising, and editing.

### Institutional Learning Outcomes

**Aesthetic Awareness:** The student will identify and evaluate how aesthetic expression leads to an appreciation of social and cultural context as well as the values of art and nature.

**Communication:** The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

**Critical Thinking:** The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

**Cultural Awareness and Humility:** The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

**Information and Technology Literacy:** The student will access, interpret, evaluate, and apply relevant information sources and digital media effectively, and in an ethical and legal manner.

**Social Awareness:** The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

## Content

### Course Lecture Content

The following topics will be surveyed in this course. Given the number of authors and texts which can be used to represent these topics, instructors may choose alternative representative authors and texts written in English from the Old English period to 1775. Instructors may bring in secondary texts as well as full-length texts to introduce students to the periods of English literature being studied in this course.

1. Introduction to English literature from the beginning to the Norman Invasion (c. 600-1066): Fall of the Roman Empire; rise of Old English
  - a. Cultures in Britannia: Romans; Angles; Saxons; Jutes; Celts; Danes; Britons; and other cultures in England during the period;
  - b. Philosophical influences: Boethius and Christianity; Pagan, folk, and Danish influences; Celtic influences; Significant cultural customs and the social hierarchy, such as marriage alliances, faith, comitatus (fealty), hall rituals, treasure circulation, and other important customs.
  - c. Discussion of the earliest English texts, such as following:
    - i. *Beowulf*
    - ii. "The Dream of the Rood"
    - iii. Bede

- iv. Elegiac poetry, such as "The Wanderer" and "The Wife's Lament"
  - v. Battle poetry, such as "The Battle of Maldon"
- 2. The Norman Invasion to the Middle English period (c. 1066-1300)
  - a. The French Influence on the development of English
    - i. Early Middle English
    - ii. Early Arthurian Legends and Norman myths
    - iii. The influence of Celtic myths
  - b. Study of texts such as follows:
    - i. Geoffrey of Monmouth's "The History of King Brutus"
    - ii. Wace's "Le Roman de Brut"
    - iii. Anglo-Norman Women Writers
      - 1. Marie De France's "Lanval"
      - 2. *Ancrene Riwe*
- 3. Introduction to the Middle English Period (c. 1300-1500)
  - a. Important Historical Context
    - i. The Hundred Years' War
    - ii. Sumptuary laws and social mobility
    - iii. The Black Death
    - iv. The Three Estates
    - v. Chivalry and courtly love
    - vi. Gender, religion, and social roles
  - b. Discussion of texts, such as follows:
    - i. *Sir Gawain and the Green Knight*
    - ii. Chaucer's *The Canterbury Tales*
    - iii. *The Book of Margery Kempe*
    - iv. Malory's *Morte D'Arthur*
    - v. Julian of Norwich's mystical writings
    - vi. Langland's *Piers Plowman*
- 4. Introduction to the 16th century
  - a. Historical and cultural context
    - i. The printing press
    - ii. The influence of the English translations of the Bible
    - iii. Tudor England and the Reformation
    - iv. Education: women and class
    - v. Trade and urbanization in London
    - vi. Population increases and immigration
    - vii. Enslavement and early English imperialism
    - viii. Piracy
    - ix. Queen Elizabeth and Elizabethan drama
  - b. Possible texts for discussion:
    - i. Sir Thomas More's *Utopia*
    - ii. Queen Elizabeth's Letters
    - iii. Robert Southwell's "The Burning Babe"
    - iv. Sir Phillip Sydney's "The Defense of Poesy"
    - v. Shakespeare's Sonnets
    - vi. Shakespeare's *Twelfth Night* or *Comedy of Errors* or other plays
    - vii. Sir Thomas Wyatt and English sonnets
    - viii. John Webster's "The White Devil"
- 5. Introduction to the early 17th century (c. 1600-1660)

- a. Historical and cultural context
    - i. Accession of King James
    - ii. Jacobean theater
    - iii. The publication and influence of the "King James" Bible
    - iv. Francis Bacon, Science Writing, and The Enlightenment
    - v. The emerging influence of science: anatomy, Galileo, and Copernicus
    - vi. The Civil Wars (1642-1646 and 1648-1660): Oliver Cromwell, Royalists, and Parliamentarians
    - vii. Expansion of periodical press and new genres of periodical writing
    - viii. Imperialism
  - b. Texts/authors to consider:
    - i. The metaphysical poets: John Donne and Andrew Marvell
    - ii. Emerging women writers: Amelia Lanyer; Margaret Cavendish
    - iii. Ben Jonson's poems and *The Alchemist*
    - iv. John Milton's poems, "When I Consider How My Light is Spent" and "Lycidas"
6. Introduction to the long 18th century (1660-1775)
- a. Historical and cultural context
    - i. The Restoration of 1660
    - ii. Catholic-Protestant Conflicts
    - iii. Censorship of print and stage
    - iv. Readership, news, and the public sphere
      - 1. Early Magazines, such as *The Ladies Magazine*
      - 2. The earliest English Novels, such as Defoe's *Robinson Crusoe*
    - v. Emerging philosophies: Empiricism and Science
    - vi. Imperialism, enslavement, and abolitionist resistance
    - vii. Medical science and disability
  - b. Texts/authors to consider:
    - i. John Dryden's "Absalom and Achitophel: A Poem"
    - ii. Jonathon Swift's "A Modest Proposal"
    - iii. Aphra Behn's "Oroonoko, or The Royal Slave"
    - iv. Alexander Pope's "The Rape of the Lock"
    - v. Eliza Haywood and *The Female Spectator*
    - vi. Mary Leapor's *Upon Several Occasions*
    - vii. Mary Astell's *A Serious Proposal for the Ladies, for the Advancement of Their True and Greatest Sex*
    - viii. Ignatius Sancho *The Letters of the Late Ignatius Sancho, an African*
    - ix. Ottobah Cugoano's *Thoughts and Sentiments on the Evil of Slavery*

### Honors Content

The content to be included in the honors component of English Literature to 1775 is the same as that covered in the non-honors section of LIT-230; however, honors students will also be required to do the following:

- Study additional topics and/or primary texts and examine topics/texts in greater depth, with more originality, and with greater written facility and correctness.
  - For example, topics may include but are not limited to examining the role of translation in the production and reception of Old English texts (such as *Beowulf*), comparing multiple versions of Early Modern plays (such as those by Shakespeare), or evaluating a collection of poetry in women's literary magazines in the long 18th century.
- Conduct research and responsibly locate, integrate, and cite primary and secondary sources to strengthen both their critical thinking and writing skills.
- Read and apply contemporary criticism and theories to additional texts and/or texts covered in the regular section to develop a more sophisticated, in-depth, and theoretical understanding of the literature of the era and the history of the culture in which the text(s) was written.

- For example, topics may include but are not limited to applying Queer and Gender theories to Margaret Cavendish's *The Blazing World*, examining scientific writing and literature as published in literary magazines in the 17th and 18th centuries, or applying post-colonial criticism to early English travel and enslavement narratives to examine the marginalization of colonized groups in England and its early empire.

## Methods of Instruction

### Method

Discussion

### Integration

Full class and small group discussion of the language, genre, and contexts of early English texts will aid student comprehension and possibly provide ideas for in-class and outside of class essays.

### DE Adaptations for MOI

Discussion boards via the course management system (either as a class or in smaller groups) will be used to allow students space to discuss the language, genre, and historical contexts of early English texts, which will aid student comprehension and possibly provide ideas for in-class and outside of class essays.

---

### Method

Individual Projects

### Integration

Individual projects, including slide presentations or accessible, captioned videos, can be created and delivered by students for student-to-student instruction on literary genres, themes, styles, or contexts of early English literature.

### DE Adaptations for MOI

Individual projects, including slide presentations or accessible, captioned videos, can be created and delivered by students using the CMS discussion or collaboration features for student-to-student instruction on literary genres, themes, styles, or contexts of early English literature.

---

### Method

Lecture

### Integration

Lecture will be used to teach the historical context of diverse authors and texts the context of their literary, geographical, religious, ideological, and political environment.

### DE Adaptations for MOI

Lectures may be delivered via CMS through accessible video conferencing software, accessible and captioned videos, written narratives, and/or slide presentations. The web pages and slides may contain audio/visual materials in the form of graphs, charts, illustrations, pictures, diagrams, video, and audio material.

---

### Method

Role Playing/Simulation

### Integration

Role playing/simulation of early English dramatic performances can be used to stress the importance of audience, language, and genre and to generate discussion.

### DE Adaptations for MOI

Role playing/simulation of early English dramatic performances can be recorded via the CMS video capturing service, captioned to be ADA compliant, and posted in a group discussion board or to the instructor in an assignment. These dramatizations can be used to stress the importance of audience, language, and genre and to generate discussion.

---

**Method**

Film/video Viewing and Discussion

**Integration**

Film/video Viewing and Discussion which provide ADA compliant visual/audio representations of course material, followed by instructor-guided application and student discussion, can be used to enhance lectures, visualize dramatic productions, and/or provide needed historical, social, and political context.

**DE Adaptations for MOI**

Film/video Viewing and Discussion which provide ADA compliant visual/audio representations of course material, followed by instructor-guided application and student discussion, can be provided via the CMS to enhance lectures, visualize dramatic productions, and/or provide needed historical, social, and political context.

---

**Method**

In-class Exercises

**Integration**

In-class exercises, including but not limited to quick writes, student generated questions and responses, group activities, brainstorming and drafting activities, student-led read-arounds, and/or think-pair-shares, will provide low-stake, formative instruction to generate ideas on early English literature and its contexts and practice reading, thinking, and writing skills in preparation for larger summative essay assignments.

**DE Adaptations for MOI**

Low stake exercises, including but not limited to quick writes, student generated questions and responses, group collaboration activities, brainstorming and drafting activities, and/or reading activities, will be posted in the CMS to provide formative instruction to generate ideas on early English literature and its contexts and practice reading, thinking, and writing skills in preparation for larger summative essay assignments.

---

**Method**

Reading

**Integration**

Readings will be assigned to expose students to a vast array of English literature, including texts from a variety of backgrounds, countries of origin, races, socioeconomic classes, ethnicities, sexualities, genders, languages, and abilities, and to teach students about the genres and contexts of early English literature.

**DE Adaptations for MOI**

Readings will be assigned and available in textbooks and/or posted in ADA compliant forms in the course CMS to expose students to a vast array of English literature, including texts from a variety of backgrounds, countries of origin, races, socioeconomic classes, ethnicities, sexualities, genders, languages, and abilities, and to teach students about the genres and contexts of early English literature.

---

**Additional Methods of Instruction for Honors**

Method: Meetings with the Instructor (Required)

Integration: Students will meet with the instructor a minimum of three times per the student's schedule, individually or as a small group of Honors students, to discuss course readings, present research and hone arguments, and/or discuss enrichment assignments.

Method: Small-Group Discussion

Integration: For honors sections with multiple students, guided small group discussions in the honors course will enable students to analyze and interpret assigned readings to gain a deeper understanding of English literature and culture to 1775. For sections with

only one student, these discussions can be conducted with the instructor. These discussions can also cover student progress on research projects and peer-reviews of assignments related to the research project.

Method: Oral Presentations

Integration: Oral presentations will provide honors students the opportunity to present their research projects to their honors colleagues or the regular class to facilitate the development of their presentation and communication skills.

## Methods of Evaluation

### Method

Exams/Tests

### Integration

Timed writing and other types (multiple choice, identification, etc.) of exams can be used to assess students' ability to identify the contextual influences in early English texts, to identify and examine literary genre and techniques, and to make thematic connections between texts across historical periods before 1775.

### DE Adaptations for MOE

Timed writing and other types (multiple choice, identification, etc.) of exams may be given via the CMS to assess students' ability to identify the contextual influences in early English texts, to identify and examine literary genre and techniques, and to make thematic connections between texts across historical periods before 1775. Timed writing will be evaluated and timely feedback will be provided via rubrics, written feedback, and/or accessible audio-visual feedback in the CMS.

---

### Method

Class Work

### Integration

Class work, such as reading questions, self-reflections, and/or reading activities, can be assigned as a formative method to evaluate students' comprehension of the texts assigned and understanding of the influence of generic, historical, and other contexts. Class work will be assessed for quality and quantity of participation.

### DE Adaptations for MOE

Class work, such as reading questions, self-reflections, and/or reading activities, can be assigned through the assignment feature in the CMS as a formative method to evaluate students' comprehension of the texts assigned and understanding of the influence of generic, historical, and other contexts. Class work will be assessed for completion and accuracy. Classwork will be evaluated and timely feedback will be provided via rubrics, written feedback, and/or accessible audio-visual feedback in the CMS.

---

### Method

Papers

### Integration

Papers will be used to assess a students understanding of and engagement with early English texts and perhaps secondary sources. Students will be assessed based on arguments as articulated in their thesis statements, analysis of primary literature, cohesion and organization, logical support, integration and synthesis of source material, clarity of ideas, adherence to formatting and citation conventions, and research (where applicable).

### DE Adaptations for MOE

Papers will be submitted to the CMS and assessed therein. Timely feedback will be given via the CMS using rubrics, accessible audio-video feedback, and/or marginal annotations/in line comments in the document to assess a students understanding of and engagement with early English texts and perhaps secondary sources. Students will be assessed based on arguments as articulated in their thesis statements, analysis of primary literature, cohesion and organization, logical support, integration and synthesis of source material, clarity of ideas, adherence to formatting and citation conventions, and research (where applicable).

---

### Method

Class Participation

---

**Integration**

Class participation via collaborative learning and discussion will be evaluated based on students' quantity and quality of participation.

**DE Adaptations for MOE**

Class participation via discussion boards in the course management system will be evaluated based on the quantity and quality of participation and the students' ability to address prompts (when appropriate). Timely feedback will be provided in the CMS. Rubrics, written feedback, and/or accessible audio-visual feedback in the CMS may be used to assess student discussions.

---

**Evaluation of Honors assignments**

To receive honors credit, students must successfully complete regular course assignments, as well as honors enrichment assignments (including but not limited to participation in out-of-class discussions, essays, and research). The enrichment assignments will be assessed according to standards for LIT 230 students. In addition, the instructor will evaluate the honors students' work based on the depth of analysis and insight, originality, the types and utilization of outside sources, and the effectiveness of communication, displayed through sophisticated writing. Students will also be evaluated on their performance in the required meetings and during the presentation. The presentation will be evaluated for nuance, originality, and sophistication of argument, audio-visual presentation of the argument and research, organization and coherence, and quality of research. Meetings with the instructor will be evaluated based on preparedness and participation.

**Assignments****Assignment Type**

Writing

**In-class and/or outside of class**

In-class

**Formative or Summative**

Formative

**Assignment**

For this 1-page quick write, identify the major premises in John Milton's argument in *Areopagitica* and explain how this argument might have relevancy today. Use MLA format and citations.

**How assignment will be adapted in online format**

Via the assignment link in the course CMS, compose and submit a 1 page quick write that identifies the major premises in John Milton's argument in *Areopagitica* and explains how this argument might have relevancy today. Use MLA format and citations. Feedback will be provided using the tools in the CMS.

---

**Assignment Type**

Writing

**In-class and/or outside of class**

In-class

Outside of class

**Formative or Summative**

Summative

**Assignment**

For this timed essay, please respond to the following question in a 5-6 paragraph response that includes an introduction with a thesis, 3-4 body paragraphs, and a conclusion.

As we read for homework and have been discussing in class, Margaret Cavendish was the first woman to visit the Royal Society--the house of the first scientific journal--in 1667. Her interests in natural philosophy (early science) and support of the move toward the "plain language" of the empiricists aligned well with her male contemporaries, but her gender led to much resistance by the men in her scientific circle; as such, she was always known more as a fiction writer than a serious philosopher or scientist. For this essay,

analyze how Cavendish's major work of utopian fiction, *The Blazing World*, acts as a "proto-science fiction" text and how the text reflects the gender and scientific contexts in which she was writing.

You have 120 minutes to complete this timed-writing exam. This exam is open book and open note. Please record your responses in a blue or green book and submit before you leave.

#### **How assignment will be adapted in online format**

For this timed essay, please access this assignment via the assignment link in the course CMS and respond directly in the assignment textbox therein to answer the following question in a 5-6 paragraph response that includes an introduction with a thesis, 3-4 body paragraphs, and a conclusion.

As we read for homework and have been discussing in class, Margaret Cavendish was the first woman to visit the Royal Society--the house of the first scientific journal--in 1667. Her interests in natural philosophy (early science) and support of the move toward the "plain language" of the empiricists aligned well with her male contemporaries, but her gender led to much resistance by the men in her scientific circle. For this essay, analyze how Cavendish's utopian fiction, *The Blazing World*, acts as a "proto-science fiction" text and how the text reflects the gender and scientific contexts in which she was writing.

You have 120 minutes to complete this timed-writing exam. This exam is open book and open note. You have to complete it in one sitting once you begin, so please come prepared. Please make sure to type directly into the textbox provided in the CMS assignment link, and to hit submit when you are done writing.

Feedback will be provided using the tools in the CMS.

---

#### **Assignment Type**

Reading

#### **In-class and/or outside of class**

Outside of class

#### **Formative or Summative**

Formative

#### **Assignment**

Before class, read the "General Prologue" to Chaucer's *The Canterbury Tales* and answer the following reading questions. Bring your written answers to class for discussion.

1. What do you notice about the order the characters are described in? Why might this be significant?
2. How are the pilgrims characterized in the prologue? How are their clothing and mannerisms described?
3. How might these descriptions and the structure of the prologue reflect the three estates and/or the sumptuary laws of the 14th century that we discussed last week?

#### **How assignment will be adapted in online format**

Before the due date, read the "General Prologue" to Chaucer's *The Canterbury Tales* and answer the following reading questions in your small group discussion board in the course CMS. As usual, you will not be able to see your peers' responses until you post your own response. Please answer each question and then respond to your group members.

1. What do you notice about the order the characters are described in? Why might this be significant?
2. How are the pilgrims characterized in the prologue? How are their clothing and mannerisms described?
3. How might these descriptions and the structure of the prologue reflect the three estates and/or the sumptuary laws of the 14th century that we discussed last week?

This will be assessed via the small group discussion board rubric.

---

---

**Assignment Type**

Reading

**In-class and/or outside of class**

Outside of class

**Formative or Summative**

Formative

**Assignment**

For this 1-2 page MLA formatted reading response, consider how Shakespeare's Twelfth Night plays with gender roles and sexuality and complicates commonplace notions of gender and sexuality in Early Modern English literature. What surprised you and why? Make sure to quote from the play and use MLA formatted in-text citations to support your claims.

**How assignment will be adapted in online format**

For this 1-2 page MLA formatted reading response, consider how Shakespeare's Twelfth Night plays with gender roles and sexuality and complicates commonplace notions of gender and sexuality in Early Modern English literature. What surprised you and why? Make sure to quote from the play and use MLA formatted in-text citations to support your claims.

Use the CMS to submit your response to the Reading Response assignment link in this week's module. Responses will be assessed for MLA formatting and citations, integration of supporting evidence, and addressing the question above. The CMS' tools will be used to assess and feedback will be provided in a timely manner.

---

**Assignment Type**

Writing

**In-class and/or outside of class**

Outside of class

**Formative or Summative**

Formative

**Assignment**

To develop ideas for next week's class discussion, write a paragraph or two comparing the narratives of Ignatius Sancho and Ottobah Cuguano. Consider how both men contributed to 18th century English abolitionist literature and how each viewed the role of Christianity in the enslavement of Africans. Include quotes with in-text citations to support your claims for ease of reference during in-class discussion.

**How assignment will be adapted in online format**

Using the CMS, post a discussion board entry that answers the following in a few sentences using specific references from the readings (with MLA formatted in-text citations) to support your claims.

1. How do the narratives of Ignatius Sancho and Ottobah Cuguano compare and/or contrast?
2. How did both men contribute to 18th century English abolitionist literature?
3. How did each man view the role of Christianity in the enslavement of Africans?
4. Leave an open-ended question on the readings (what struck or confused or inspired you in the texts) for your peers to engage with.

You will need to post at least three times: your original post should be approximately 250 words, and your responses to at least two different peers should add an additional 250 words to the conversation. Take care to engage with your peers' open-ended questions and their general comments as a whole. Feel free to respectfully disagree, to ask further questions, and to push each others' interpretations of the texts further. As with all discussions in this class, the purpose is to develop a back and forth conversation about the course readings.

Feedback will be provided using the tools in the CMS.

Discussions will be evaluated for critical analysis of chosen readings/authors. Instructor will then evaluate submissions using the CMS grading tools in a timely manner.

---

**Assignment Type**

Other

**In-class and/or outside of class**

In-class

Outside of class

**Formative or Summative**

Summative

**Assignment**

Infographic: an infographic is a collection of imagery, charts, and minimal text that gives an easy-to-understand overview of a topic. A well-crafted infographic is effective because it tells a story. Combined, the text and visuals make that story easier to understand. Your words are the backbone; design enhances your words. The stronger your story, the better your infographic.

Assignment: Watch the two versions of Beowulf assigned in class. Then, create an infographic discussing the effectiveness of the adaptations. In other words, your thesis should articulate the effectiveness of the adaptation.

**Requirements:**

A well-organized infographic that is digitally prepared with a clear thesis.

In addition to referencing the two adaptations, use at least 5 outside sources to support your claims about the effectiveness of said adaptation, 2 of which must be scholarly. The other 3 can be credible.

Be prepared to share your infographic with the class.

**How assignment will be adapted in online format**

Infographic: an infographic is a collection of imagery, charts, and minimal text that gives an easy-to-understand overview of a topic. A well-crafted infographic is effective because it tells a story. Combined, the text and visuals make that story easier to understand. Your words are the backbone; design enhances your words. The stronger your story, the better your infographic.

Assignment: Watch the two versions of Beowulf assigned in class. Then, create an infographic discussing the effectiveness of the adaptations. In other words, your thesis should articulate the effectiveness of the adaptation.

**Requirements:**

A well-organized infographic that is digitally prepared with a clear thesis.

In addition to referencing the two adaptations, use at least 5 outside sources to support your claims about the effectiveness of said adaptation, 2 of which must be scholarly. The other 3 can be credible.

Submit your infographic to your group's Infographic Discussion Board in the course CMS along with 2 questions for your peers' to engage with as they analyze your infographic.

Make sure to respond your group members in the group discussion board as well!

Feedback will be provided using the tools in the CMS.

Discussions will be evaluated for engagement with students' infographic and questions. Instructor will then evaluate submissions using the CMS grading tools in a timely manner.

---

**Assignment Type**

Writing

---

**In-class and/or outside of class**

Outside of class

**Formative or Summative**

Summative

**Assignment**

Assignment: In a 5-6 page essay, consider ONE topic that develops throughout the literature we have/will cover in class, such as female agency, soldiering, marriage/love, catholic/protestant conflicts, ethnic and racial othering, garden spaces, political strife, insiders/outside, sex/sexuality, female voices and publishing, science and ability, silencing, dissent, death, murder, social hierarchy, power, etc. (there are many more topics that would be worthwhile to explore; these are just suggestions). Once you have a topic, do the following:

1) Examine how the topic is presented in 2 to 3 texts that we covered in class that are from at least two different periods [Old English, Norman-English, Middle English, Early Modern, or Long 18th Century]. All texts should be those we covered in class. In this examination, you must present a thesis that indicates how the texts make an argument about your topic that is contingent on the specific social, political, or historical context in which the text was written. Consider how the presentation of the topic in each text reflects the unique social, political, and historical context of the time period in which the text was written. You may conduct some research for this paper (no more than 2 external, peer-reviewed scholarly sources are allowed), but this research can only cover the social, historical, or political context(s) of the work; the research MUST NOT cover the texts themselves. No literary criticism is allowed in the research.

Submit this paper as an MLA formatted document with MLA citations, both in-text and on the Works Cited page.

**How assignment will be adapted in online format**

Assignment: In a 5-6 page essay, consider ONE topic that develops throughout the literature we have/will cover in class, such as female agency, soldiering, marriage/love, catholic/protestant conflicts, ethnic and racial othering, garden spaces, political strife, insiders/outside, sex/sexuality, female voices and publishing, science and ability, silencing, dissent, death, murder, social hierarchy, power, etc. (there are many more topics that would be worthwhile to explore; these are just suggestions). Once you have a topic, do the following:

1) Examine how the topic is presented in 2 to 3 texts that we covered in class that are from at least two different periods [Old English, Norman-English, Middle English, Early Modern, or Long 18th Century]. All texts should be those we covered in class. In this examination, you must present a thesis that indicates how the texts make an argument about your topic that is contingent on the specific social, political, or historical context in which the text was written. Consider how the presentation of the topic in each text reflects the unique social, political, and historical context of the time period in which the text was written. You may conduct some research for this paper (no more than 2 external, peer-reviewed scholarly sources are allowed), but this research can only cover the social, historical, or political context(s) of the work; the research MUST NOT cover the texts themselves. No literary criticism is allowed in the research.

Submit this paper to the assignment link in the CMS as an MLA formatted document with MLA citations, both in-text and on the Works Cited page.

Instructor will then evaluate submissions using the CMS grading tools in a timely manner. Essay will be graded within a timely manner.

---

**Honors Assignments****Assignment**

Students will complete the requirements for the regular section of the course and earn grades based on the same criteria used for all students in the class. In addition, to receive honors credit, students will complete the assignment under area A and one of the options under area B:

**Required or Optional**

Required

**Honors Core Values**

Academic Rigor and Research

---

**Justify how the assignment reflects the Academic Rigor and Research Core Value**

Students in the honor section will be expected to complete all regular course work and additional honors assignments that are more rigorous and require more research.

---

**Assignment**

A. Students will present their research to the whole class. This presentation will be a conference-style presentation of fifteen to twenty minutes in length and may include a Q and A session. It may be presented via accessible video conferencing software, accessible recorded videos, slides, lecture, or in a variety of other forms determined via instructor and student conference.

**Required or Optional**

Required

**Honors Core Values**

Engagement  
Leadership

**Justify how the assignment reflects the Engagement Core Value**

Students will be required to engage with peers and their instructor before, during, and/or after presenting, utilizing their newly developed academic skills through verbal, written, and/or other communication forms.

**Justify how the assignment reflects the Leadership Core Value**

This assignment asks students to present their work as scholars, leading their peers in a discussion of their research.

---

**Assignment**

B. Students will also complete an original research project, as explained in B1-B4. Whichever option the student chooses, the Honors project must include secondary sources and present an original argument. The final paper should cite at least six secondary sources.

**Required or Optional**

Required

**Honors Core Values**

Academic Rigor and Research

**Justify how the assignment reflects the Academic Rigor and Research Core Value**

Students will conduct original research.

---

**Assignment**

B1. Write an additional research paper, a minimum of 8 pages in length, that develops an original, analytical, persuasive argument based on a text of interest not assigned to the class as a whole and is selected or approved by the instructor; for instance, a student might research and write an essay on the significance of maps and mapping in Shakespeare's King Lear.

**Required or Optional**

Optional

**Honors Core Values**

Academic Rigor and Research

**Justify how the assignment reflects the Academic Rigor and Research Core Value**

The honors paper will challenge students' academic skills, teaching them how to enter a scholarly conversation to extend, challenge, and/or say something new on a topic from the course.

---

---

**Assignment**

B2. Expand one required paper by at least 8 pages by conducting research and incorporating at least 6 sources to develop the original ideas into a more sophisticated argument; for instance, a student might revise a term paper on the shifting depiction of masculinity from the Old English period to the Restoration by researching gender roles in each era in order to refine and expand their argument.

**Required or Optional**

Optional

**Honors Core Values**

Academic Rigor and Research

**Justify how the assignment reflects the Academic Rigor and Research Core Value**

The honors paper will challenge students' academic skills, teaching them how to enter a scholarly conversation to extend, challenge, and/or say something new on a topic from the course.

---

**Assignment**

B3. Write an additional paper of at least 8 pages that delves deeper into an instructor approved topic and includes literature from the period; for instance, a student might read Jason S. Farr's *Novel Bodies* and examine the way that disability has shaped sexuality in English literature as demonstrated through multiple course readings.

**Required or Optional**

Optional

**Honors Core Values**

Academic Rigor and Research

**Justify how the assignment reflects the Academic Rigor and Research Core Value**

The honors paper will challenge students' academic skills, teaching them how to enter a scholarly conversation to extend, challenge, and/or say something new on a topic from the course.

---

**Assignment**

B4: Create an infographic, an annotated bibliography that explains the research, and a 2 page write-up explaining the rhetorical choices made in the infographic. The infographic must advance an original argument, using excerpts from literature and research, as well as images to support the argument. The infographic must be accompanied by an annotated bibliography of at least 6 college-level/scholarly sources, where students summarize each source, explain each source's tie to the infographic and the argument, and explain each source's credibility. The 2 page write up would be used to justify the students' decisions and explain the rhetorical choices made in composing the project. For example, students may create an infographic and argument about female mysticism, using English art from the 12th and 13th centuries to discuss and argue why the movement largely excluded males.

**Required or Optional**

Optional

**Honors Core Values**

Academic Rigor and Research

Positive Transgressive Behavior (as evidenced by creativity, innovation, risk taking, challenging norms and standard narratives)

**Justify how the assignment reflects the Academic Rigor and Research Core Value**

The honors paper will challenge students' academic skills, teaching them how to enter a scholarly conversation to extend, challenge, and/or say something new on a topic from the course.

**Justify how the assignment reflects the Positive Transgressive Behavior Core Value**

This assignment encourages students to employ visual rhetoric, as well as some written rhetoric, to advance their argument. This is wholly dependent on their creativity and innovative skills - both in original thought and in employing technology to construct the assignment. Additionally, students must take risks in order to ensure their argument is conveyed since words are limited in an infographic, helping students challenge standard academic norms where papers are still often the standard.

---

## Course Materials

### Textbooks

Greenblatt, Stephen, Ed (2020): The Norton Anthology of English Literature: Core Selections eBook, Norton, ISBN: 978-0-393-54390-2  
Richards, Jennifer. (2022): Voices and Books in the English Renaissance, Oxford UP, ISBN: 9780192882240

### Other Resources

Supplemental: Novels, articles and books on context, theory, and criticism, stories, essays, poems, plays, and films as assigned.

## Class Size Information

### Class Size

30

### Class Size Category

D - Individualized instruction/group learning/student presentations 30

## Diversity and Inclusion

### Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

This course infuses diversity into its content, objectives, and assignments, despite the limitations of early English publication which makes such content less frequently available. The content includes work from a diversity of cultures within Britannia and throughout England in its early stages of nation development and empire, including but not limited to works by historically marginalized ethnic groups and topics related to the historical disenfranchisement of people of color in England and its early colonies. The course covers the development of English language and literature, including its various religious and linguistic influences. Topics, such as but not limited to, ability and medical science, women and publication (including science writing), education and gender, early English imperialism, and urbanization and the influence of immigrant communities in England are covered in the course literature and contextual materials. Representative texts from peoples of various ethnicities, races, genders, sexualities, socioeconomic classes, nations of origin, and abilities are included throughout the content and assignments to demonstrate a breadth of perspectives in early English literature and celebrate the contributions of people who have often been left out of (or put on the margins of) the canon. Content and assignments were revised to align with the new objective stressing the inclusion of "voices from a variety of backgrounds, countries of origin, races, socioeconomic classes, ethnicities, sexualities, genders, languages, and abilities."

### Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

A course objective related to collaborative learning was added to allow for more methods of instruction and evaluation beyond the traditional academic literary analysis essay. Collaborative learning via in class discussions and/or online discussion boards are now required (objective 6) to urge instructors to assess students on their learning and contributions as demonstrated beyond formal writing. Methods of instruction are written to include formative, low-stakes "in class" exercises that engage with a variety of learning styles. Contextual content can be covered through a variety of means, including instructional videos and podcasts, as seen in the MOIs. Dramatic productions or poetry readings can also be experienced via accessible film/audio or through viewing/listening in person, as seen in the MOIs and sample assignments. These multiple methods of delivery will promote a more equitable learning experience for students with various learning strengths. Assignments, including visual representations, discussion, writing, reading, and lecture have been revised to maximize learning for a variety of learning styles. A variety of assignment types and methods of evaluation are included in the COR to encourage instructors to scaffold learning in their course, using formative and summative assignments to evaluate.

## Interactions

### Explain how the course will incorporate student-to-student interaction.

Students will engage in collaborative learning through in class discussions or online discussion boards using the CMS. Students will discuss the readings and engage with one another to learn various perspectives and deepen their understanding of texts. Students can work in small groups for "in class" exercises, whether in a traditional face to face classroom or through the CMS's group features. Student may also be asked to participate in group projects, such as presentations or research assignments, to learn about the historical, social, political, and cultural context of the early English literature they are reading. Students may be asked to perform parts of dramas from the period as well to engage with peers and content.

### Explain how the course will incorporate instructor-to-student interaction.

The instructor will engage with students through accessible video conferencing software, in-class discussions and lectures, and/or discussion boards in the CMS to cover course content. Instructors will also provide feedback to individual students through in-line

comments, accessible audio/visual feedback, and/or rubrics. This feedback will cover the student's reading, thinking, and writing skills and comprehension of early English literature and its many contexts and genres.

**Explain how the course will incorporate student-to-content interaction.**

Students will engage with early English literature and contextual materials via the course CMS and/or in class. ADA compliant, accessible materials will be provided for or available for purchase by the student. Students will read, watch, and/or listen to course content, including accessible video, textual, and/or audio deliveries of the course materials. Historical and social context, for example, can be covered via ADA compliant, accessible videos that are available online, shown in class or through accessible video conferencing software, and/or provided through a library streaming service.

**Explain how the course will incorporate student-to-self interaction (metacognitive).**

This course will ask students to question their assumptions about early English literature and to relate the content, which is quite old, to their lives. Many modern values, genres, and themes stem from this early English literary period; on the other hand, the context of pre 19th century England is very different than our modern context, which gives students the opportunity to think about where their own ideas come from and how they compare to those of the past. Establishing relevance for the course content will help students better understand where many ideas that are taken for granted come from. Students may be asked to write self-reflective analyses of their interpretations of texts and/or relate the content to modern issues. Moreover, since avoiding anachronisms is crucially important in this course, students will have to self-reflect on their own contexts and how their contexts inform their reading of texts.

Key: 2020