



Literature, Journalism, and Modern Languages

LIT 444, Section 1

Medieval Literature

Spring 2016

Meeting times: R 3:00-5:45pm	Instructor: Dr. Blessing x2652
Meeting location: BAC 102	E-mail: CarolBlessing@pointloma.edu
Final Exam: Thursday, May 5 3:00-5:30pm	Office: Bond Academic Center 115

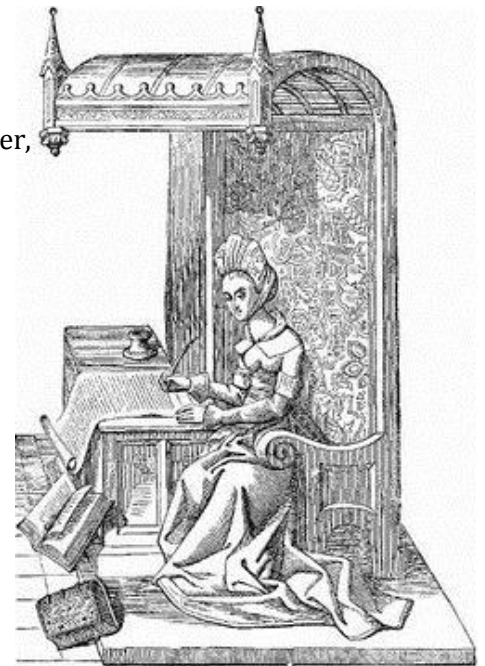
Catalogue Description:

A study of British Literature from 1100 through 1500, including Chaucer, Langland, the Pearl Poet, Julian of Norwich, and Mallory, and covering medieval drama, poetry, prose, romance, and tale.
Prerequisite: LIT 254.

Required Texts: (In order by their use in the course)

Pearsall, Derek, ed. Chaucer to Spenser: An Anthology.
Shepherd, Stephen H. A., ed. Middle English Romances.
Norwich, Julian. Revelations of Divine Love. Penguin USA, 1999.
De France, Marie. Lais of Marie De France. Penguin USA, 1999.
De Pizan, Christine. Book of the City of Ladies. Penguin USA, 2000.
Supplemental sources from the Internet:

See the extensive list of Medieval literary resources at:
<http://andromeda.rutgers.edu/~jlynch/Lit/medieval.html>
This is the best Chaucer site:
<http://www.courses.fas.harvard.edu/~chaucer/index.html>



Program Learning Outcomes:

Students who complete the Literature Program will be able to:

1. Integrate their literature studies with ongoing reflection and hospitable engagement with a diverse world.
2. Identify and articulate characteristics and trends of diverse literatures and historical periods: dates, styles, authors, and canon formation.
3. Develop and support close readings of texts using literary theory and terminology.
4. Articulate the difference between a traditional pedagogical and a modern linguistics notion of language.
5. Employ strong research, rhetorical, literary, and analytical skills in their writing.
6. Present literary analysis to formal audiences, demonstrating strategies for audience engagement and oral communication of written work.

Course Learning Outcomes:

Students will be able to:

1. Closely read and critically analyze texts in their original languages and/or in translation.
2. Recall, identify, and use fundamental concepts of literary study to read and discuss texts
 - a. Standard literary terminology
 - b. Modes/genres of literature
 - c. Elements of literary genres
 - d. Literary periods (dates, writers, characteristics, and important developments)
 - e. Contemporary critical approaches
 - f. Extra-literary research
3. Analyze the social, cultural, ethnic, gendered, and/or historical contexts of the works and their authors, and connect the texts with their own lives.
4. Create detailed and informed textual analysis of literary works employing secondary sources and applying concepts of literary study and literary theory.

Course Requirements:

- Reading of all assignments by the assigned days (CLO 1)
- Quizzes, both written and oral, class exercises, homework (involving critical sources), and participation—15% (CLO 1, 2, 3, 4)
- Journals—15% (CLO 1, 2, 3)
- Research Paper Prospectus—5% (CLO 4)
- Research Paper—20% (CLO 1, 2, 3, 4)
- Oral project (presented in class)—10%—Popular culture representations of the Middle Ages
- Midterm exam—15% (CLO 1, 2)
- Final exam—20% (CLO 1, 2)

Journals:

You will keep a weekly journal that includes your notes and thoughts on the readings, to be turned in as noted. Each entry is to be typed on an 8½" x 11" page.

The journal entry format is as follows:

DATE:

TITLE:

AUTHOR:

GENRE:

THEME(S):

HISTORICAL AND SOCIAL CONTEXTS:

NEW WORD FROM THE READING AND DEFINITION:

YOUR REACTIONS TO THE READING:

COMPARISON TO OTHER WORKS YOU HAVE READ:

YOUR CRITICAL QUESTION ON THE WORK:

YOUR HYPOTHESIS IN RESPONSE TO YOUR CRITICAL QUESTION:

Oral presentations—dates are indicated on the syllabus—sign-ups in class

Each oral presentation will be 10 minutes long, and will focus on the representations of the Middle Age in later works and popular culture. How have works in this category influenced other works of literature, art, music, film, and pop culture?

You must do outside research for these projects—the point of the assignment is to bring **new information** to the class (as well as to have you learn more about the middle ages' effects on later cultures).

Use whatever audio/visual aids you wish. Example: Artwork, music, PowerPoint, film clips, YouTube, etc.

You must have a good handout for the class members, summarizing your findings, and including a list of at least three sources you used, documented in MLA format. Do **not** list our textbooks or sources such as Wikipedia. Use top-level resources, including books published by university presses, journal articles, and/or websites connected with universities, as well as the cultural works you locate.

Class Procedures:

You will have a typed weekly journal entry due as indicated. The classes will be a combination of lecture and discussion. A number of resources on Medieval culture and literature are available via the web, and I will sometimes assign computer work or readings from our Ryan Library databases.

★ You will need to read many of the assignments in Middle English, but you may use translations or bilingual editions to help you. Many translations are available on-line. PLEASE raise in class any questions/problems you have with the readings.

Academic Honesty:

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See Academic Policies for definitions of kinds of academic dishonesty and for further policy information.

Academic Accommodations:

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. See Disability Resource Center for additional information.

Attendance and Participation:

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See Academic Policies in the Undergraduate Academic Catalog.

Course Ground Rules:

Final Examinations: Final Examinations are the culminating learning event in a course, and they are scheduled to take into account all the different courses and departments across the university. The exam schedule varies from year to year. The final examination schedule is posted on the Class Schedules site. You are expected to arrange your personal affairs to fit the examination schedule.

Class Sessions, Preparation, Assignments, and Technology:

- a. If you wish to use your laptop during class, you may use the laptop only for note-taking, not checking email, Facebook, or other activities. If you are using an electronic reader for the text book (Kindle, Nook, etc.), please let me know and have no other "file" open on your reader other than the class text/reading.

- b. All other electronics must be muted or turned off for the entire class period, including cell phones.**
- c. Completion of all assignments is required, and passing the course will be difficult without doing so. Readings and written responses must be prepared in advance of the date scheduled/due and of sufficient length and quality to meet the assignment's requirements and intents. Missed work (quizzes and written responses) may be made up only in truly extenuating circumstances and only if you and I have had a conversation about your situation.
- d. Late assignments will not be accepted either in person, by delivery, or in my mailbox (unless you and I have communicated prior to the deadline about extenuating circumstances). It is your responsibility to see to it that I receive your work.
- e. Always keep electronic copies of your work so that you can provide duplicate copies if you need to.

Classroom Decorum: Please manage your electronic devices appropriately and with consideration for others—see a&b above.

Email and Canvas: You are responsible for checking your PLNU email account and Canvas regularly for electronic messages from me (and sometimes from your classmates). You are fully accountable for all course material, announcements, communications that are distributed via email and Canvas; and I will send messages only to these sites. Please let me know if you encounter any technical problems with these sites.

Maintaining Class Schedule Via Online Registration: Students must maintain their class schedules. Should a student need arise to drop a course, they are responsible to drop the course (provided the drop date meets the stated calendar deadline established by the university) and to complete all necessary official forms (online or paper). Failing to attend and/or to complete required forms may result in a grade of F on the student's official transcript.

Extenuating Situations and Grades: No "Incomplete" grades will be assigned unless extenuating circumstances (e.g., death in the family, automobile accidents, hospitalization) prevail. If you find yourself in such a situation, please contact me immediately and submit any necessary and valid documents to help clarify and document your situation (e.g., doctor's letter on letterhead, funeral service program, police report, etc.).

Your oral participation makes the class more interesting for everyone and will positively affect your grade. Ask questions you have from the reading.

No Cliff's Notes, Barron's Notes, Spark Notes or similar guides are to be used for papers, brought to class, or used as a substitute for the reading.

Inclusive Language: Because the Literature, Journalism, and Modern Language department recognizes the power of language, all public language used in this course, including written and spoken discourse, be inclusive. This standard is also outlined by all major academic style guides, including MLA, APA, and Chicago, and is the norm in university-level work.

Additional department and university policies that govern the course are located in an electronic file in the Canvas portion of the course.

Class Schedule - Complete all readings by the assigned day

- Jan. 14 Read—Pearsall “Introduction” pp. xv-xviii, and Shepherd “Reading Middle English” pp. xv-xx
Skim also “Misconceptions about the Middle Ages,” online text,
http://www.the-orb.net/non_spec/missteps/misindex.htm, especially the section on
laughter
- Course Introduction
“Ballade de Bon Conseil”
- Class—Historical Backgrounds, pronunciation work
- Chaucer Unit—Pearsall Text***
- Jan. 21 Read—Chaucer: 1-2; *Canterbury Tales* “General Prologue”—79-99 and “Miller’s Prologue
and Tale” pp. 99-115
Class—Journal #1; Chaucer discussion: genre and character; social contexts, humor
- Jan. 28 Read—“The Wife of Bath’s Prologue and Tale” pp. 116-143 and “The Franklin’s Prologue
and Tale” pp. 144-163
Class—Journal #2; Discussion of Medieval women, “trouthe,” and Breton Romance
- Feb. 4 Read—“The Pardoner’s Prologue and Tale” pp. 164-177 and “The Knight’s Tale”—Handout
Class—Journal #3; Discussion of Medieval institutions: the Church and Knighthood
- Romance Unit—Shepherd Text***
- Feb. 11 Read essay on *Havelok*, pp. 315-319, and *Havelok* pp. 3-74
Class—Journal #4; Introduction to Romance and *Havelok*
- Feb. 18 Read “Sir Orfeo” pp. 174-190 and essay on Romance, “The Knight Sets Forth,” pp. 411-427
Class—Journal #5; Discussion of Fairies in the middle ages; Romances, continued
- Feb. 25 Read—Marie de France
Class—Journal #6; Discussion of marriage and gender in the female versions of Romance
- Mar. 3 **Midterm Exam**
- Mar. 7-11 **No Classes—Spring Break**
- Mar. 17 Read *Ywain and Gawain* pp. 75-173
Class—Journal #7; Fantasy elements and the importance of courtly love
- Mar. 24-28 **No Classes—Easter Break**
- Mar. 31 Read *Sir Gawain and the Green Knight* pp. 234-265 and “The Alliterative *Morte Darthur*” pp.
304-307 in Pearsall
Class—Journal #8; Discussion of religious lessons and the Arthurian myth
- Apr. 7 Read *Morte D’Arthure* pp. 431-464 in Pearsall
Class—Journal #9; Discussion of the Arthurian myth and the waning of Knighthood
Bring in/discuss Arthurian resources
Research Paper Prospectus DUE
- Religious Writings Unit—Pearsall Text***
- Apr. 14 Read *The Cloud of Unknowing* pp. 292-296, *The Mirror of the Blessed Life of Jesus Christ* pp.
313-318, and Julian of Norwich *The Revelations of Divine Love*, selections

Class—Journal #10; Discussion of Medieval mysticism
Religious writings group presentation

Apr. 21 Christine de Pizan—*The Book of the City of Ladies*, selections
Class—Journal #11; Contexts for the work and the defense of women

Apr. 28 **Research Paper DUE and summarized in class**
Final Exam Review
Medieval Feast

May 5 **Final Exam—Thursday 3:00-5:30pm**
From the *Schedule of Classes*: “The published time for the final examination is one of the considerations when enrolling for a course. Students are expected to arrange their personal affairs to fit the examination schedule.”

