



Literature, Journalism, Writing, and Languages LIT 444, Section 1 Medieval Literature

Spring 2018

Meeting times: R 3:00-5:45pm

Meeting location: BAC 102

Final Exam: Thursday, May 3 4:30-7:00pm

Instructor: Dr. Blessing x2652

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Office Hours: T/R 11:00-12:00 and 1:30-2:30, W 1:00-2:30,
AND BY APPOINTMENT

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

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

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 (comprehension, analysis) and critically analyze (analysis) texts in their original languages and/or in translation.
2. Recall (knowledge), identify (knowledge), and use (application) 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 (analysis) the social, cultural, ethnic, gendered, and/or historical contexts of the works and their authors, and connect (synthesis, evaluation) the texts with their own lives.
4. Analyze (analysis) and evaluate (evaluation) the theatricality of the dramas, including their original language and staging, in print versions of the plays and in modern day film and live productions.
5. Create (synthesis, evaluation) detailed and informed textual analysis of literary works that demonstrate a formalist close reading of fundamental elements of literature.

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)
- Group oral project (presented in class)—10%—Popular culture representations of the Middle Ages (Medievalisms)
- Midterm exam—15% (CLO 1, 2)
- Final exam—20% (CLO 1, 2)

| PERCENT | GRADE |
|---------|-------|
| 93-100 | A |
| 90-92 | A- |
| 88-89 | B+ |
| 83-87 | B |
| 80-82 | B- |
| 78-79 | C+ |
| 73-77 | C |
| 70-72 | C- |
| 68-69 | D+ |
| 63-67 | D |
| 60-62 | D- |

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:

GROUP 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. The more creative the better.

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.

COURSE POLICIES AND 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 on-line resource 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 bi-lingual editions to help you. Many translations are available on-line. We will be reading portions of the works aloud in Middle English in class. PLEASE raise in class any questions/problems you have with the readings.

Turn off cell phones and computers in class—no calls or texting, mail-checking, etc. Computers/tablets may only be used for note-taking—no web surfing, social media, mail, games, etc., and only with my permission. Violations of these policies will result in a lowered class participation grade.

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.

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.

Attendance: Please read the Class Attendance section of your PLNU Catalog, carefully. If students miss more than 10% of class meetings (approximately 3 classes for a TTH course), faculty members may file a written report which may result in de-enrollment from the course. If you miss more than 20% of class meetings (approximately 6 classes for a TTH

course), you may be de-enrolled without notice. De-enrollment may have serious consequences on residence, athletic, and scholarship requirements; it may also necessitate a reduction or loss in your financial aid.

Public Discourse: Much of the work we will do in this class is cooperative, by nature of the class discussions and general feedback given to written work and/projects; thus you should think of all your writing and speaking for and in class as public, not private, discourse. By continuing in this class, you acknowledge that your work will be viewed by others in the class. Thinking of our class work as public and shared also gives us the chance to treat one another with gentleness and compassion.

Maintaining Your Own Class Schedule through Online Registration: You will be responsible for maintaining your own class schedule. Should you need to drop this or any course, please remember to drop the course before the deadline for 15-week classes and for Quad 1 classes. If you need to drop a class, be sure to fill out and submit the official forms; simply ceasing to attend may result in a grade of F on your transcript.

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.

Inclusive Language: Because the Literature, Journalism, Writing, and Languages department recognizes the power of language, in its essence and in the ways it may be used either for good or for ill, we ask that 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.

Class Sessions, Preparation, Assignments, and Technology:

- a. Come to class prepared to discuss and analyze the assigned readings, read from your journal entries, raise questions, and read portions of the work aloud.
- b. 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. No make-up work will be given for missed work.
- c. 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).
- d. 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 the need arises.

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.

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.).

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

Class Schedule: - Complete all readings by the assigned day and bring your appropriate textbook to class

- Jan. 11 Read—Pearsall “Introduction” pp. xv-xviii, and Shepherd “Reading Middle English” pp. xv-xx
Go over lessons 1-5 on The Harvard Chaucer website:
<http://sites.fas.harvard.edu/~chaucer/teachslf/less-0.htm#Index>

Class—Historical Backgrounds, History of English language, pronunciation work, “Ballade de Bon Conseil”

Chaucer Unit—Pearsall Text
- Jan. 16 Note—Tuesday meeting this week, as I will be at a conference Thursday
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. 25 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, “trouth,” and Breton Romance
- Feb. 1 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, except where noted
- Feb. 8 Read essay on *Havelok*, pp. 315-319, and *Havelok* pp. 3-74
Class—Journal #4; Introduction to Romance and *Havelok*
- Feb. 15 Read “Sir Orfeo” pp. 174-190 and 345-350
Class—Journal #5; Discussion of Fairies in the middle ages; Romances, continued
- Feb. 22 Read—Marie de France *Lais*
Class—Journal #6; Discussion of marriage and gender in the female versions of Romance
- Mar. 1 **Midterm Exam**
- Mar. 5-9 **No Classes—Spring Break**
- Mar. 15 Read *Ywain and Gawain* pp. 75-173 in Shepherd
Class—Journal #7; Fantasy elements and the importance of courtly love
- Mar. 22 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
- Mar. 27 Tuesday meeting this week, because of Easter Recess on Thursday
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. 5 Read *The Cloud of Unknowing* pp. 292-296, and *The Mirror of the Blessed Life of Jesus Christ* pp. 313-318 Pearsall, and Julian of Norwich *The Revelations of Divine Love*, selections from the stand-alone text.
Class—Journal #10; Discussion of Medieval mysticism
- Apr. 12 Julian of Norwich, *Revelations*, continued
Class—Journal #11
- Apr. 19 Christine de Pizan—*The Book of the City of Ladies*, selections
Class—Journal #12; Contexts for the work and the defense of women

Apr. 26

Research Paper DUE and summarized in class

Final Exam Review

Medieval Feast

May 3

Final Exam—Thursday 4:30-7:00pm

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.”

