

ENG 427
Summer '14, MUWH 10-11:50
1st 4-week session
CRN 47764
128 Chiles

Prof. Laskaya
357 PLC; Ph: 346-1517
Hrs: Tues noon-2:00; Wed noon-1:00
& by appt. (subject to change)
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CHAUCER

Texts:

The Canterbury Tales, 2nd Norton Critical Edition, ed, Kolve and Olson papbk.

Secondary Materials also provided via Blackboard.

Main Online Resource: *The Middle English Dictionary*, available to all UO students. Access the Knight Library Homepage via your uoregon account, or use Library computers to connect to the MED.)

--**Always** bring reading materials to class. We will often read Chaucer's Middle English in class, since interacting with the original language is integral to 400-level study of early literature.

COURSE DESCRIPTION: This advanced undergraduate course will examine the General Prologue and a number of Tales from Chaucer's *Canterbury Tales*. We will also read some important scholarly interpretations of Chaucer's works, exploring arguments of scholars who read the same Chaucerian text differently. All Chaucerian texts will be read in Middle English. The course is designed for junior/senior English Majors and fulfills the advanced elective required in pre-1500 literature. Advanced undergraduate students majoring outside English who wish to study Chaucer are also welcome. ***Prerequisite: UofO Junior Standing. Students should review course texts the 1st day of class to be sure Middle English will not present undue difficulty, particularly since we will move relatively quickly with the ME texts.** Besides close readings of the Chaucer materials, quizzes will occur and may require you to create a modern translation of the Middle English as well as attest to your reading comprehension. Discussion and lectures will predominate. Some lectures will provide literary, cultural, archival, and historical frameworks, and some will examine interpretations and/or linguistic features of texts. We will probe the text, and our own interpretations, locating key interpretative questions from several different analytical perspectives.

REQUIREMENTS: Attendance & Steady Preparation, Readings. Participation in class discussions & activities.

Informal writing or ME work: inside and/or outside of classes could occur.

Quizzes (some in-class, some take-home)

Two formal papers (submitted via "Safe Assign" on BB)

BLACKBOARD SITE: The syllabus, course assignments, a few short readings, and general course information will be available throughout the term on Blackboard and/or through e-reserve. Be sure to check Blackboard regularly for announcements and materials.

LEARNING OUTCOMES: In addition to gaining mastery over the original Middle English of Chaucer's *Canterbury Tales* and considering historical and scholarly literary studies pertinent to an intense encounter with this major canonical text, the English Department's assessment procedure is built around six desired learning outcomes. ENG 427 thus requires that students:

1. read literary and cultural texts with discernment and comprehension and with an understanding of their conventions;
2. draw on relevant cultural and/or historical information to situate texts within their cultural, political, and historical contexts;
3. perform critical, formal analyses of literary and other cultural texts;
4. write focused, analytical essays in clear, professional and grammatical prose;
5. employ logic, creativity, and interpretive skills to produce original, persuasive arguments;
6. employ primary and secondary sources, with proper acknowledgment and citation, as they contribute to a critical essay's thesis.
7. In addition, this advanced course requires students to participate actively in academic discussions, work effectively in a small group, and present ideas orally using clear and articulate communication.

NB: Medieval Studies Students will find these outcomes congruent with those of the MDVL Studies program. Those outcomes are available here: <http://pages.uoregon.edu/midages/courses>

Notes on Reading Chaucer: The best 'translation' assistance can be found at Larry Benson's Chaucer Page online: <http://courses.fas.harvard.edu/~chaucer/teachslf/tr-index.htm#list> Here you will find excellent interlinear translations of most of the Tales we are reading. Study aids, like Benson's, are very helpful, particularly at the beginning of the term as you get used to Middle English. You should not, however, rely on this, since I will often call on individuals to translate as we conduct close readings of the Tales in class; and our quizzes will often ask you to translate Middle English and recognize words appearing frequently in the text as well as key Middle English terms for any specific tale.

One good way to use modern translations is to read through the translation so you know what is happening in the text and then go back and carefully read the Middle English without that aid. Reading the text without aids is the only way you can quickly bring yourself up to an efficient and effective level of Middle English proficiency. So, if you use aids, fine; just be sure to challenge yourself more and more to read only the Middle English text.

GRADING and WORKLOAD:

Quizzes, participation, short assignments	50%
2 Interpretative Papers	50% (25% each)

*Course grades will be computed on the basis of grades you receive on assignments but . . .

*Attendance, participation, and preparation are also required and influence the final course grade.

Quizzes cannot be made up if a student misses them or arrives late. However, the lowest quiz score will be dropped; the other quiz scores will be averaged to obtain your over-all quiz grade. Notice that Quizzes will carry more weight because no final exam will be given in the summer course. The quizzes will, then, function like an objective section of a final but spread out across the 4 weeks.

A passing grades on papers, 8 of 9 quizzes, nearly perfect attendance, and steady preparation and participation must be completed to receive a passing grade, whether you choose the P/NP or graded option. All work needs to be submitted on time.

Workload: 2-3 hrs out of class for every hour in class, is the normal academic year workload; thus, in an intense 4-week course, it will likely require 3-4 hours of work outside of class each day Mon, Tues, and Wed, with more time but also more flexibility across the Thursday to Sunday weekends.

Consistent and full attendance is assumed. Failure to attend class regularly, prepared to participate, will result in a lower final course grade or may warrant a withdrawal from the course, regardless of grades on written work.

After two absences (including partial-class session absences but equal to about 3-4 hours and thus about a week of work in a regular term), final course grades will drop by one full grade for each additional absence or missed hour of class. The attendance policy is stringent because 3 hours of class equals about 1 week of regular class and because thinking and responding to others' interpretations of texts is core to the curricular aims of literature courses. Additionally, you are acquiring facility in Middle English, so you are involved in intense language/dialect-acquisition in this intensive upper-division course. Contact me if you have questions about these requirements.

Should you face a medical or personal issue of the magnitude to interrupt your work for the course, it is your responsibility to contact the Dean of Students Office to obtain assistance. That office will notify all your professors and help arrange exceptions to course requirements or a withdrawal as appropriate. Because of the intense calendar for the 4-week course, please be aware that any interruption in your ability to attend class, prepare, and/or complete assignments will likely make it necessary for you to withdraw or petition to withdraw from the course. Let me know if you need assistance.

OTHER CLASS POLICIES:

Students with disabilities: If you have a disability, please see me during the first day or two to make any appropriate accommodations for your full access to all course activities and requirements.

Lectures and/or discussions: Please turn off all electronics before class begins. Our work in class is intended to exercise your brain and your interpretative responses to Chaucer's work. Class discussions/lectures may not be recorded in any manner unless you have a communication-related disability documented with the University and have received permission from the course instructor. Should you miss a class meeting, it is your responsibility to obtain notes from your colleagues, so be sure to get to know others in the course who would be willing to help you and whom you would be willing to help. Missing class should, however, be a rare event since active preparation and participation is a core course requirement.

Tutorial help: Students with tutoring needs may use services offered by the University of Oregon's Teaching and Learning Center (TLC), located in 68 PLC (X6-3226). Any other assistance you receive on papers—organizing your paper, identifying your main points, typing, proofreading, editing and/or revising it—must be cleared with the professor. However, as you work to understand readings and lectures, talking and reviewing with your colleagues outside of class is encouraged; this is different from directly assisting one another with a specific essay assignment. If you have questions, please see me.

Academic Integrity: The University of Oregon values academic honesty. Students are informed of the University's policies and expectations about conduct and academic honesty when they matriculate. You are here because you clearly have the ability to engage your own mind in rigorous intellectual work. The Code can be found on the UO website:

<http://uodos.uoregon.edu/StudentConductandCommunityStandards.aspx>

The two formal papers will be analytical; they will not require outside research unless material is provided or recommended within an assignment. You may find yourself curious about something or wanting more information at times; great—read on, and *bravo* for curiosity! However, no student will receive higher grades simply because he or she has read beyond the course or used research in papers or exams other than materials supplied in the course. The University's Conduct Code and the UO Knight library website provide discussions of plagiarism and information on documentation should you need it:

<http://library.uoregon.edu/guides/plagiarism/students/index.html>

Please see me if you have any concerns about documentation and/or academic honesty. For this course, an honest and obvious effort to document is absolutely critical and far more important than commas, abbreviations, or 'correct' formatting. Either MLA or Chicago Style provide acceptable resources and formats for advanced work in literature. Please consult the University's Code of Student Conduct and See me if you have any concerns about documentation and/or academic honesty.

Course policy on Academic Integrity: All work submitted in this course must be your own and be written exclusively for this course. Any use of sources (ideas, quotations, and paraphrases) beyond our lectures and discussion must be properly documented. In other words, rely on your own grey matter, and wrestle well, yourself, with the course material. Protect the integrity of your own work and that of others'. In cases of clearly established plagiarism or cheating, a final course grade of "F" will be recorded, and all incidents will be reported to the Office of Student Conduct, as required by the University.

SCHEDULE (Subject to Change):

WEEK ONE: 8 hours in class

June	6/23	M	Introduction to Canterbury Tales; Introduction to Middle English Brief Contextual Background
	6/24	U	<i>General Prologue</i> complete. Quiz #1 The MED—first MED assignment (due Wed 6/25 in class)
	6/25	W	<i>The Knight's Tale</i> , 859-1880. MED assignment due.
	6/26	H	<i>The Knight's Tale</i> , 1881-end; Quiz #2 and translation in ME

The first weekend: Work on First Formal Paper: see assignment on BB. Set aside PLENTY of time; Middle English can be difficult at first. Read Monday's assignment.

WEEK TWO: 6 hours in class

July	6/30	M	<i>Miller's Prologue and Tale.</i> Short reading quiz #3 and translation in ME
	7/1	U	<i>Wife of Bath's Prologue.</i> Quiz #4
	7/2	W	<i>Wife of Bath's Prologue and Tale.</i>
	7/3	H	<i>Friar's Prologue & Tale and Summoner's Prologue & Tale.</i> Quiz #5
	*7/5	Sat	First Formal Paper due via Blackboard Safe Assign by 6 pm

Weekend: Readings for Monday completed

WEEK THREE: 8 hours in class

	7/7	M	<i>Clerk's Prologue and Tale, 1-1140</i> Quiz #6
	7/8	U	<i>Clerk's Tale & Envoy, tale plus lines 1141-1212.</i>
	7/9	W	<i>Merchant's Prologue and Tale.</i> Quiz #7
	7/10	H	<i>Merchant's Prologue and Tale cont.</i>

Weekend: Prepare readings for Week four; start thinking toward Second Formal Paper

WEEK FOUR: 6 hours in class and Final Exam

	7/14	M	<i>Franklin's Prologue and Tale</i> Quiz #8
	7/15	U	<i>Pardoner's Prologue & Tale</i> Quiz #9
	7/16	W	<i>2nd Nun's Prologue and Tale</i> Quiz #10
	7/17	H	Parson's Tale brief selection, Retractions, Chaucer short poems tba

*Second Formal Paper due via Safe Assign on Thursday, 7/24 by 5 p.m.