

English 427: CHAUCER
Winter Term, 2016
UH 2:00-3:20
CRN 22210
Volcanology 101

Prof. Laskaya
357 PLC (x-6-1517)
Hrs: Tues 11:30-12:30, Wed 1:30-2:30,
Thurs 11:30-noon & by appointment
email: laskaya@uoregon.edu

TEXTBOOKS:

The Canterbury Tales, 2nd Norton Critical Edition, eds., Kolve and Olson papbk.
Benson's Chaucer Pages: <http://courses.fas.harvard.edu/~chaucer/teachslf/tr-index.htm#list>
The Middle English Dictionary: <http://quod.lib.umich.edu/m/med/>
Other information and materials provided via Canvas

COURSE DESCRIPTION:

This course will examine the General Prologue and a number of Chaucer's *Canterbury Tales*, along with a few texts from which Chaucer borrowed and which exerted considerable influence on his work. We will also read a few important scholarly interpretations, exploring the arguments of scholars who read the same Chaucerian text differently. All Chaucerian texts will be in read in Middle English. The course is designed for advanced undergraduate English Majors and fulfills the upper-division, pre-1500 requirement. Advanced students majoring outside English who wish to study Chaucer are also welcome. Besides close readings and discussions of the *Canterbury Tales*, quizzes (announced and unannounced) will occur and, at times, will require you to create a modern translation of the Middle English as well as to demonstrate your reading comprehension. A weekly journal entry will ask you to work through individual ideas about and responses to the reading that go beyond discussions or information provided in the text. Discussion, punctuated with occasional lectures, will pre-dominate: some presentations will provide literary, cultural, archival, and historical frameworks, and some will examine interpretations and/or linguistic features of texts, but most work, after we get familiar with the Middle English, will be discussion-based and text-focused. We will probe the text, and our own interpretations, locating key interpretative questions and assessing analytical assumptions from several different perspectives. *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.**

CANVAS SITE:

Syllabus, course assignments, a few short readings, and general course information will be available throughout the term on Canvas and/or through e-reserve. Please check Canvas regularly for announcements and materials and for the up-to-date schedule.

REQUIREMENTS:

Attendance & Steady Preparation, Readings. Oral reading/translating in class and in individual appointment. Participation in class discussions & activities.
Weekly Individual Journal Entry; Informal writing: inside and/or outside of class.
Quizzes (some in-class, some take-home, 2 individual oral ME quizzes)
2 interpretative papers (All papers to be submitted via hard copy/paper, typed.)
Final Exam

GRADING:*

Quizzes, short writings, activities in class	25%
Journal, online bi-weekly entries, responses	10% (half will post each week, other half will respond each week)
1 individual oral reading/quiz	5% (weeks 8/9)
2 Interpretative Papers	40% (20% each)
Final exam	20%

*Consistent and full attendance is assumed. Failure to attend class regularly, prepared to participate, will result in a lower final course grade, regardless of grades on written work. All major assignments and requirements, including the two individual oral assessments, must be completed to Pass this course whether it is taken P/NP or for a grade.

Notes on Reading Chaucer: The best textual 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 we will translate as we conduct close readings of the Tales in class; and our quizzes will often ask you to translate Middle English without aids. 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 to read the Middle English carefully, line by line or sentence by sentence without translation aids. 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, great; just be sure to challenge yourself more and more to read only the Middle English text.

Learning Outcomes: In addition to gaining a deeper understanding of Chaucer's texts that have had significant influence on the development of literature in English, the English Department's assessment procedure is built around six desired learning outcomes. ENG 427 thus requires students to:

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. [In our course the emphasis will be on primary texts with discussion and some secondary readings serving as the main 'secondary sources' for you to negotiate.]
7. In addition, ENG 427 requires students to participate actively within discussion, as well as to work effectively in the smaller group setting, and to focus on presenting ideas clearly in discussion and in writing.

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

CLASS POLICIES:

Students with disabilities: If you have a disability, please see me during the first week of the term so we can make appropriate accommodations for your full access to all course activities and requirements.

Civic responsibility and Class Etiquette: Please turn off all electronic devices before class begins. Plan to hold your individual conversations outside class time. Please be considerate of those around you. Recently across campus, some students have started leaving and returning to classrooms during class time on a regular basis to answer text messages, get water, use the restrooms, etc; other students have complained about this behavior, finding it distracting. Professors also typically find it distracting and an interruption of the learning and teaching focus of class sessions, so **plan not to leave while class is going on except when absolutely necessary**. Obviously, any activity that disrupts or distracts others, including the professor, from course material, presentations and discussion is not only rude but may also violate the university's code of academic conduct.

Our work in class is intended to exercise your brain and its own strengths, so usually we won't use internet sources in class, though some small-group work may do so. Class sessions 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 course requirement. In no case should you take notes regularly for another student, unless you obtain the professor's approval. Selling notes online is not allowed because some elements of class discussion and presentations are protected under 'intellectual property' laws; and privacy laws protect your fellow students enrolled in the course, as well. However, comparing your notes with a study partner or a small group of students from within our own class community could assist you with the course and clearly that kind of activity is something we'd all applaud.

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 prepare for the final, or 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. If you need a quick review of our campus community's assumptions about academic integrity and conduct, see the Conduct Code on the UO website:

<http://uodos.uoregon.edu/StudentConductandCommunityStandards/StudentConductCode/tabid/69/Default.aspx>

The two formal paper assignments will be analytical; they will not require outside research except that provided on Canvas alongside 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. Please consult the University's Conduct Code and the UO library's website: <http://library.uoregon.edu/guides/plagiarism/students/index.html> for definitions and discussions of plagiarism and for information on documentation should you need it. 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.

Course policy on Academic Integrity: All work submitted in this course must be your own and be written exclusively for this course. The use of any sources (ideas, quotations, and paraphrases) beyond our shared 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.

Quizzes and short WR assignments: some announced, some unannounced. May require interpretive work or check reading comprehension; some close translations of the Middle English.

SCHEDULE (subject to change) Schedule updates on CANVAS

*****NB** Scholarly articles and/or Chaucer's source material will supplement the readings listed below, particularly in the second-half of the term. See Canvas for details.

Week one

U 1/5 Intro to course & one another; starting to read Middle English (ME/PDE)
 H 1/7 GP (General Prologue) esp opening, descr of Monk and Prioress; frame
***(Over the weekend, reread the General Prologue thoroughly. Come to class ready to work on the grammar and vocabulary of Middle English found in the GP.)*

Week two

TU 1/12 GP intense work on grammar, vocabulary, themes, images. Chaucer's narrator;
 Harry Bailey Quiz #1
 TH 1/14 Knight's Tale (KT)

Week three

TU 1/19 KT Quiz #2
 TH 1/21 KT

Week four

TU 1/26 Miller's Prologue and Tale; Quiz #3
 TH 1/28 WofB Prologue; short assignment due
 *F 1/29 **Paper #1 due via Canvas by 5 p.m.**

Week five

TU 2/2 Wof B Prologue and Tale
 TH 2/4 Wof B Prologue and Tale

Week six

TU 2/9 Friar's Prologue and T & Summoner's Prol & T
 TH 2/11 Clerk's Prologue and Tale Quiz #5

Week seven

U 2/16 Clerk's Tale and sources (found in Norton)
 H 2/18 Franklin's Prologue and Tale
 *F 2/19 **Paper #2 due via Canvas by 5 p.m.**

Week eight

U 2/23 Pardoner's Prologue Quiz #7
 W 2/25 Pardoner's Prol & Tale

Week nine

W 3/1 Nun's Priest's Prologue and Tale
 F 3/3 Nun's Priest's Tale Quiz #9 week 8 or 9: oral assessment

Week ten

U 3/8 2nd Nun's Tale
 H 3/10 From the Parson's Prologue and Tale; and Chaucer's Retraction

FINAL EXAM, currently scheduled for Thursday 3/17 12:30-2:30 p.m. in our regular classroom. **(Be sure to plan ahead; the exam will not be administered early)