

English 3319 – Sixteenth Century Poetry and Prose
Online and M/W 10:30 a.m. -11:50 a.m.
Online Office Hours: M/W Noon-12:30 p.m.
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Catalogue Description: A study of British prose and poetry of the sixteenth century.

My take on Fall 2020's English 3319: Working together in a virtual space, we will come to realize that the sixteenth century represents an important point in the development of English literature, including the appearance of some of the most significant poets in the language. We'll explore these poets and their contemporaries in the context of developments in the poetry and prose of the era.

Of Interest: This course has an early modern focus and might productively be linked to other medieval and early modern courses in our department and across campus.

Required Texts:

1. *New Oxford Book of Sixteenth-Century Verse*, edited by Emrys Jones, ISBN 978-0-19-956133-9
2. *An Anthology of Elizabethan Prose Fiction*, ed. Paul Salzman, ISBN 978-0-19-954057-0
3. Sir Philip Sidney, *Old Arcadia*, ed Katherine Duncan-Jones, ISBN 978-0-19-954984-9
4. *Edmund Spenser's Poetry*, Norton Critical Edition, ISBN 978-0-393-92785-6

Learning Outcomes and Assessment

Students completing this course will be able to:

1. Read and respond carefully to poetry. Students will be assessed through writing an explication and on two exams.
2. Work with original and secondary sources. Students will be assessed through their work on a research paper.
3. Write clear academic essays on complex subjects. Students will be assessed by writing two essays that will be evaluated for effective writing as well as interpretive ability.
4. Understand key characteristics of this specific literary period. Students will be assessed through their midterm and final exams.

Assignments

1. *Digital commonplace Book* (150 points/15% of course grade): A commonplace book was a kind of blank notebook early modern readers used for recording and remembering significant passages they encountered in their reading. You will construct your own digital commonplace book and share it with me. It will be a place where you keep track of your favorite or other interesting passages you find in your reading. I will check in on your digital commonplace book three times over the semester. At the end of the semester you will write a short reflection (next assignment) reflecting on your commonplace book.

2. *Commonplace Reflection* (50 points/5% of course grade): Students will write a brief reflection on the commonplace book they create. This short essay will be due on **November 25**. The requirements for this reflection are described on a separate handout.

3. *Sonnet Explication* (200 points/20% of course grade): From a list of approved sonnets, students will select one poem and write an explication of it. For the first stage of this assignment, students will type out and annotate the sonnet they have selected (**due September 21**). After receiving my comments on their annotation, they will proceed to write a three-page explication of the sonnet. See separate handout for the requirements of this assignment. The final draft of this explication is due on **October 5**.

4. *Term Paper* (300 points/30% of course grade): Students will write a longer, 8-page essay about a sixteenth-century topic of their choice. Some suggested topics will be offered, but students are encouraged to pursue a topic of their own devising. Students must write a brief proposal for their paper before **November 18**. The paper must include at least some use of secondary sources. Further details (including due dates) will be provided on a separate handout.

5. *Midterm Exam* (150 points/15% of course grade): Students will write an exam in the week of **October 12** (the exam will be due on Friday **October 16 at 11:59 p.m.**). The exam will include one brief essay and two reflections on significant passages from our readings in the first half of the semester.

6. *Final Exam* (150 points/15% of course grade): The final exam will have the same format as the midterm exam. It will not be cumulative.

7. *Extra Credit* There will be an opportunity for extra credit. In a face-to-face version of this course, we would normally have one group project in which students make a presentation about one of the Elizabethan mini-epics. Managing that sort of collaborative project will be more difficult in our online circumstances, but I want to give everyone a chance to try their hand at collaborating with their peers. If you would like to work on this extra-credit project, please let me know by **October 26**. The presentations must be completed by **November 11**.

Course Policies

Classroom Protocol

Since we don't have a physical classroom, we don't have some of the normal protocols. Twice a week, I will be online (in our "Blackboard Collaborate Ultra" space) to give a presentation on assigned reading; I hope you will join the presentation and ask questions or offer your comments on the assigned reading. You are not required to have your camera on (in fact, you should turn it off unless you have a question, so that we don't overwhelm the system). Similarly, you should **mute** your microphone unless you have a question. One thing never changes: please treat all class participants with respect. Your responsibilities are to complete assigned reading and written assignments; to watch/listen to recorded presentations; and to actively participate in the course in any way you are able (by attending the virtual presentations if possible and asking questions, for instance).

The Credit Hour

The national standard for the academic credit unit requires students to spend 45 hours of study per unit. In practice, this means that students should expect to devote **SIX HOURS PER WEEK** independent of time spent watching/listening to the twice-a-week presentations.

Grading Policy

I will use a rubric, distributed in advance, for most of your assignments. I will enter students' grades on Blackboard as numerical scores. The final grade for the course will be based on the following 1000-point scale (think of it as an expanded version of a 100-point scale):
900-1000=A 800-899=B 700-799=C 600-699=D below 600=F

It is possible to complete all of the assignments and still receive a failing grade for the course.

Late Work

Students should submit your work on time according to the directions on assignments. At the same time, I want to be flexible in the state of emergency in which we find ourselves. If a personal emergency arises, contact me right away and we can work on finding an extension. If no excuse is offered, late work will be penalized one full letter grade per week late.

Academic Integrity

UTEP defines violations of academic integrity in this way:

“Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts” (Handbook of Operating Procedure, 1.2.2)

The penalties for plagiarism and other violations of academic integrity are severe, and may include **failure in the course**. For further information, consult this website:
<http://sa.utep.edu/osccr/academic-integrity/>

CASS Accommodations

I am very happy to assist students who made need special accommodations to complete this course successfully. If I can be of assistance, please let me know. Students should also consult with the Center for Accommodation and Support Services (email: cass@utep.edu or phone: 747-5148) and make use of their resources.

Schedule of Readings and Assignments

Below is a tentative schedule of readings and assignments for our class. Numbers in parentheses refer to page numbers in *New Oxford Book of Sixteenth Century Verse* by default. Page numbers in the Norton Critical Edition of *Edmund Spenser's Poetry* have NCE before them. Page references to EPF are to the *Anthology of Elizabethan Prose Fiction*. Page references to OA are to Sidney's *Old Arcadia*.

If changes need to be made to the schedule below, students will receive notice via email and/or through Blackboard.

Week	Day	Reading to Complete	Due
1	M 8/24	Course Introduction, "Petrarch, Sonnet 140"	
	W 8/26	Introducing <i>Early English Books Online (EEBO)</i> . Looking at Commonplace Books: <i>Englands Parnassus, Belvedere</i>	
2	M 8/31	Read John Skelton: "To Mistress Margaret Hussey" (2); "Philip Sparrow" (9); "Elinour Ruming" (22); "Bouge of Court" (4).	Practice Commonplace Book Entries
	W 9/2	Read Sidney, <i>Apologie for Poetry</i> (selections on Blackboard)	
3	M 9/7	No Class/Lecture: Memorial Day	
	W 9/9	Read Sir Thomas Wyatt "Whoso List to Hunt" (76); "My Lute Awake!" (80); "They Flee From Me" (80); AND Henry Howard "The Soote Season" (102); "Alas, so all things now do hold their peace," (103); "So cruel prison" (109). Examine <i>Tottel's Miscellany</i> in class on <i>EEBO</i> .	
4	M 9/14	Sidney <i>Astrophil and Stella</i> (pp 303-319, especially "Loving in truth," "Some lovers speak," and "Stella, think not that I by verse seek fame"). Sonnet Explication Discussed.	
	W 9/16	Spenser <i>Amoretti</i> (NCE pp 617-652, especially sonnets 1, 10, 13, and 28)	
5	M 9/21	Sonnets of Daniel (508, 510), Drayton (540), Greville (358), and Lodge, Fletcher, Barnes, Constable, Percy, Griffin, Lynche, Smith, and Barnfield (blackboard)	Annotated Sonnet Due 9/21 11:59 p.m.
	W 9/23	Thomas Sackville, <i>Mirror for Magistrates</i> , "Induction" (139) and William Baldwin, <i>Mirror for Magistrates</i> , "[Demise of Richard II]" (blackboard)	
6	M 9/28	Edmund Spenser, <i>Shepheardes Calender</i> (NCE 503-550 especially 545-50, 527-533, 503-520, and 540-545)	First Commonplace Book Check In

	W 9/30	Isabella Whitney, from <i>The Manner of Her Will</i> (192); Thomas Tusser, “December’s Husbandry” (186); George Turberville, “A Poor Ploughman...” (179)	
7	M 10/5 W 10/7	Elizabeth I, “The Doubt of Future Foes” (183); “Ah, silly Pug,” (185). George Gascoigne, “Gascoigne’s Woodmanship” (196); “Gascoigne’s Lullaby” (202); “Gascoigne’s Good Morrow” (203).	Sonnet Explication Due 10/5 11:59 p.m.
8	M 10/12 W 10/14	Edmund Spenser, <i>Faerie Queene</i> , Book One, Cantos 1-8 (NCE 5-107) Edmund Spenser, <i>Faerie Queene</i> , Book One, Cantos 9-12 (NCE 107-162)	Midterm Due Friday 10/16 11:59 p.m.
9	M 10/19 W 10/21	<i>Faerie Queene</i> , Book Two (NCE 163-230) <i>Faerie Queene</i> , Book Three (NCE 231-405); Spenser, <i>Amoretti</i> 80 (NCE 649) Sir Walter Raleigh “A Vision upon his Conceit of “The Faerie Queene,”” (371).	
10	M 10/26 W 10/28	Thomas Nashe, <i>Unfortunate Traveller</i> (EPF 205-258) Thomas Nashe, <i>The Unfortunate Traveller</i> (EPF 258-309)	Second Commonplace Book Check In
11	M 11/2 W 11/4	George Gascoigne, <i>The Adventures of Master FJ</i> (EPF 1- 82) Robert Greene, <i>Pandosto. The Triumph of Time</i> (EPF 151- 204)	
12	M 11/9 W 11/11	Edmund Spenser, <i>Muiopotmos</i> (NCE 603-617) and “Casebook” of Criticism on <i>Muiopotmos</i> (NCE 842-850) Christopher Marlowe, <i>Hero and Leander</i> (488-507); George Chapman, “[continuation]” (686)	Extra Credit: Group Project on Mini-Epics
13	M 11/16 W 11/18	Sir Philip Sidney, <i>Old Arcadia</i> (OA 3-147) Sir Philip Sidney, <i>Old Arcadia</i> (OA 148-361)	Term Paper Proposal Due 11/18 at 11:59 p.m.

14	M 11/23 W 11/25	Samuel Daniel, from <i>The Civil Wars</i> (512); Michael Drayton, from <i>England's Heroical Epistles</i> (542-550) No Class/Lecture: Thanksgiving	Last Commonplace Book Check In AND Commonplace Book Reflection
15	M 11/30 W 12/2	Lodowick Bryskett "A Pastoral Eclogue" (413); Robert Southwell, "The Burning Babe," (394); "New Prince, New Pomp," (395); "Man's civil war" (399); Anonymous, "Christ was the word" (185); Henry Constable, "To St. John the Baptist" (465); Mary Herbert Psalm 139 (475); "Psalm 52" (468). John Marston, "To Everlasting Oblivion" and course wrap up	Deadline for Term Paper: 12/2 at 11:59 p.m.
16	Final Exam	Exam Due December 9, 2020 at 11:59 p.m.	