COURSE DESCRIPTION

During the sixteenth and seventeenth centuries, many English authors took to writing poetry and prose fiction about shepherds, shepherdesses, and the simplicity of country life. But these pastoral works were rarely about such topics alone. In one of the earliest works of literary criticism, The Arte of English Poesie (1589), George Puttenham describes writing in the pastoral mode as using “rude speeches to insinuate and glaunce at greater matters.” This course will survey the development of the pastoral in English poetry and prose during a period that was shaped by many “greater matters,” including religious upheaval, the rediscovery of ancient texts, global expansion, the invention of print technology, developments in scientific thought, and civil war. By focusing on this trend in Renaissance England and beyond, we will explore the various roles literature played in the ever-shifting social and cultural conversations of the period.
**Student Learning Outcomes**

Students who successfully complete ENGL 3341 will be able to:

- **✔** read and analyze several forms and genres of early modern English writing.
- **✔** understand the relationship between literary writing and its historical contexts.
- **✔** successfully write an academic essay that has a debatable and complex argument and uses close reading to support it.

**Course Requirements and Assignments**

**Midterm Exam (20%):** The midterm exam for this course will provide an opportunity for you to demonstrate your knowledge of key concepts as well as your ability to analyze texts using the reading and writing skills that we have developed in this course. The exam will ask you answer several short-answer questions.

**Short Close Reading Papers (15% each—30% total):** For these 2-3 page papers, I will ask you to do a close textual analysis of one passage or poem from the texts we have read and to generate a complex thesis about your poem or passage. I will provide detailed guidelines and instructions in advance.

**Attendance, Preparation, and Participation (15%):** Your active participation in class discussion and group work is essential to your learning as well as that of your peers. You should therefore come to class having done all of the reading, but I do not expect you to have mastered the material. Rather, you should take careful notes on the reading and generate questions for each class session. What do you find confusing? Difficult? Interesting? Exciting? This process will prepare you to become an active learner and participant in class discussions.

**Participation Extra Credit Opportunity: "Renaissance Redux"** I will set aside the first five minutes of class to allow you to share articles, events, and discussions related to the Renaissance in contemporary culture. Please bring in any articles or examples you come across and be prepared to give a brief summary that explains its relevance to the course. The point of this activity is to generate an ongoing discussion about the ways in which the literature, ideas, and culture of the Renaissance are relevant our present moment. If you participate in this activity, it will enhance your overall participation grade.

**In-Class Writing Activities (15%):** Once a week, I will give you a writing prompt at the beginning of class. The prompt will ask you to think critically and thoughtfully about the readings for that week and prepare for our larger class discussions. Your responses will be graded on a scale of 1-5. I will not be grading for grammar or mechanics. The best responses, however, will engage directly with the texts and demonstrate that you have completed the reading before coming to class.
Final Digital Edition Project and Paper (20% TOTAL): Your final project for this class will be to create a collaborative digital edition of a pastoral text entitled *The Seven Books of the Diana.* This project will consist of multiple manageable parts, and I will provide more details and instruction for each part of the assignment in class.

**REQUIRED TEXTS**


Additional readings will be available on the Blackboard site for this course under the “Content” section. These texts are marked as Bb in the Class Schedule section of this syllabus. You are expected to *print these readings out and bring them with you to class.* You should always have the relevant book or printed readings with you in class in order to fully participate in discussion.

**RESOURCES**

Inside your copy of *The Norton Anthology,* you will find a code with which you can access Norton’s online materials: [http://www.wwnorton.com/college/english/nael9/](http://www.wwnorton.com/college/english/nael9/). I strongly suggest that you take advantage of these resources, which will help you to gauge your reading comprehension and provide a set of supplementary materials. I will post additional resources on our class’s Blackboard page.

**COURSE POLICIES**

**Attendance/Tardiness:** The success of this course depends on your regular attendance. No more than three (3) unexcused absences are permitted in this course. Any absences beyond this allotted number will negatively affect your grade. Contact me by e-mail, preferably before the class, to explain the reason for your absence. It is also important that you arrive to each class on time out of respect for your peers and the instructor. Habitual lateness will also result in the lowering of your grade. In the event of extenuating circumstances, please contact me as soon as possible.

**Deadlines:** Assignments are due on the deadlines listed on the syllabus. In fairness to everyone in this class, I cannot accept late work. If you are experiencing a problem or have an emergency, please notify me in advance of the deadline rather than waiting until the deadline has passed.

**Communication and Office Hours:** I encourage you to come to my office hours or schedule an appointment with me if you have questions or would like to discuss your writing and your progress in the course. The best way to contact me outside of class and office hours is by e-mail. I will do my best to respond to your e-mail within 24 hours of receiving it, but I may check my e-mail less frequently in the evenings and on the weekends. Any communication I send out to the entire class will be to your Islander e-mail address, so please check your university e-mail on a regular basis.
Technology Policy: The success of this course depends on your full attention to the materials and the conversations that develop around them, so you are not permitted to use laptops, tablets, and cell phones during this class. Please see me if you believe you have a reason for which you should be exempt from this policy.

Paper Guidelines: Papers should be double-spaced, in 12-point Times New Roman font. Please do not use Cambria or Calibri font. You should have a consistent documentation style and should always site your sources; I will upload a guide to citing works and ideas using the MLA citation style on our class’s Blackboard site. If you have any questions about citations, or how to acknowledge ideas or language other than your own, please come visit me in office hours. We will also review citation practices before the first paper. I also strongly encourage you to come to discuss your papers before they are due. I do not read full drafts, but I would be delighted to set up a meeting to discuss your paper with you before it is due.

**ACADEMIC INTEGRITY/PLAGIARISM**

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. Plagiarism is the presentation of the work of another as one’s own work. Please remember that any words or ideas that come from an outside source must be cited. We will discuss conventions for using and citing sources in academic papers. If you have further questions about proper citation, please see me. In this class, any academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failure of the course.

**DROPPING A CLASS**

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Friday, November 11, 2016, is the last day to drop a class with an automatic grade of “W” this term.

**CLASSROOM/PROFESSIONAL BEHAVIOR**

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.
SAFETY AND INCLUSIVITY

I want all of my students to know that this classroom and my office are safe spaces for everyone. I have successfully completed TAMUCC’s Green Zone and Safe Zone trainings and will serve as a resource for student veterans, LGBTQ+ students, and other students in need of help in any way I can.

GRADE APPEALS

Students who feel that they have not been held to appropriate academic standards as outlined in this class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, http://cla.tamucc.edu/about/student-resources.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s Office.

DISABILITY SERVICES

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room #116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

STATEMENT OF ACADEMIC CONTINUITY

In the event of an unforeseen adverse event, such as a major hurricane, that prevents classes from being held on the campus of Texas A&M University-Corpus Christi, this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

ACADEMIC ADVISING

The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information, please call 361-825-3466.
**REMINDER TO ENGLISH MAJORS**

As part of the English undergraduate capstone course (ENGL 4351), all English majors are required to submit a portfolio of writings in different discourse genres that they have completed for their college classes. To help you prepare for this assignment, you should **keep a copy** of all essays, research papers, literary analyses, creative and report writing, etc., so that you will have an ample selection from which to choose when the portfolio comes due.

**COURSE CALENDAR**

You should have completed the reading listed for each day **before** coming to class on that day. This schedule is subject to revision, with advance notice.

**W 8/24** Introduction to the course – “Welcome to the Renaissance”

**M 8/29** Thomas More, *Utopia*, Book I (pp. 569-597)

**W 8/31** Thomas More, *Utopia*, Book II (pp. 597-646)
   In class: selections from Philip Sidney’s *A Defense of Poesy* and George Puttenham’s *The Arte of English Poesy*

**M 9/5** No Class – Labor Day Holiday

**W 9/7** Sir Philip Sidney, selections from *Arcadia* (pp. 1039-44)

**M 9/12** Sir Philip Sidney, selections from *Astrophil and Stella* (pp. 1084-1101)
   In class: Sidney’s translation of Psalm 23

**W 9/14** Christopher Marlowe, “The Passionate Shepherd to His Love” (p. 1126)
   Sir Walter Ralegh, “The Nymph’s Reply to the Shepherd” (p. 1024)

**M 9/19** William Shakespeare, Selected Sonnets (pp. 1166-86)

**W 9/21** Edmund Spenser, selections *The Shepheardes Calender* (pp. 769-74)

***Friday September 23rd – Short Paper #1 Due at 11:59 PM***

**M 9/26** Edmund Spenser, selections from *The Faerie Queene*, Book III, Canto vi (pp. 946-59)

**W 9/28** Edmund Spenser, selections from *The Faerie Queene*, Book VI, Canto ix [Bb]

**M 10/3** Lady Mary Wroth, selections from *Urania* (pp. 1562-66)
W 10/5 Lady Mary Wroth, selections from *Pamphila to Amphilanthus* (pp. 1566-1571)

M 10/10 Country House Poetry: Amelia Lanyer, *The Description of Cookham* (pp. 1436-40) and Ben Jonson, “To Penshurst” (pp. 1546-48)

W 10/12 John Milton, *Paradise Lost*, Book I (pp. 1945-64)

***Friday, October 14th – Short Paper #2 Due at 11:59PM***


W 10/19 John Milton, *Paradise Lost*, Book IX and selections from Book XII (pp. 2091-2116) Aemilia Lanyer, “Eve’s Apology: In Defense of Women” (pp. 1433-1436)

M 10/24 In-class Midterm Exam

W 10/26 Explanation of Final Digital Edition Project

M 10/31 Dr. Hilaire Kallendorf (TAMU) – Guest Lecture on La Diana

W 11/2 Read and prepare summary of your section of *Diana*; lecture and discussion about translation paratexts

M 11/7 Round-robin class summary of *Diana*

W 11/9 Dr. Laura Estill (TAMU) – Digital Humanities Presentation

M 11/14 TypeWrite Workshop

W 11/16 TypeWrite Peer Check

M 11/21 Virtual Class Activity (Reflective Blog Post)

W 11/23 Reading Day – No Class

M 11/28 Work on *Diana* Annotations

W 11/30 Work on *Diana* Annotations

M 12/5 Last Day of Classes – Final Paper Workshop

**Final Exam Session: Monday, December 12 1:45-4:15PM**

**Final Paper Due**