CAPILANO UNIVERSITY

COURSE OUTLINE		
TERM: Fall 2023	**COURSE NO:** ENGL 200	
INSTRUCTOR:	**COURSE TITLE:** Beginnings: The Story of English Literature Before 1700	
OFFICE: **LOCAL:** **E-MAIL:** @capilanou.ca	**SECTION NO(S):**	**CREDITS:** 3.0
OFFICE HOURS:		
COURSE WEBSITE:		

Capilano University acknowledges with respect the Lilwat7úl (Lil'wat), xʷməθkʷəy̓əm (Musqueam), shíshálh (Sechelt), Sḵwx̱wú7mesh (Squamish), and səl̓ílwəta?ɬ/Selilwitulh (Tsleil-Waututh) people on whose territories our campuses are located.

COURSE FORMAT
Three hours of class time, plus an additional hour delivered through online or other activities for a 15-week semester, which includes two weeks for final exams.

COURSE PREREQUISITES
6 credits of 100-level ENGL

CALENDAR DESCRIPTION
There is no single beginning to the story of Literature in English. The literary arts of the British Isles between the 10th and 17th centuries rise from tangled roots: mass migrations, linguistic and cultural borrowings, political and religious crises, colonial occupations, and philosophical revolutions. The bewildering variety of literary artforms from these centuries challenge modern notions of history and fiction, spirituality and the secular, selfhood and society. Reading widely across this long period, students will consider what it means to tell the story of literary history: whose voices count? Who gets left out? How does our sense of the past shape our present, and vice versa?

COURSE NOTES
ENGL 200 is an approved Culture and Creative Expression course for Cap Core requirements.
For the focus of the course each term, see the "Courses" page on the English Department website.

REQUIRED TEXTS AND/OR RESOURCES
A selection of fiction, poetry, drama, and/or other primary works, along with critical and scholarly readings. The course may make use of a published anthology or coursepack. Specific texts will vary depending on the instructor and term.

COURSE STUDENT LEARNING OUTCOMES
On successful completion of this course, students will be able to do the following:
1. Interpret and critically evaluate a broad range of literary works written between the tenth and seventeenth centuries.
2. Examine and critically evaluate the political, religious, historical, economic, linguistic or intellectual ideas that influence these literary texts, both as products of historical forces and as commentary on them.
3. Consider how literary traditions have been shaped by historical forces such as heteropatriarchy, settler colonialism, and racial capitalism, and assess how canonical and non-canonical texts can be read in ways that resist such forces.
4. Incorporate detailed observation, synthetic thinking and insightful interpretation in written and oral work to demonstrate the ability to read with attention.
5. Compose essays and oral responses with a degree of historical awareness, self-reflection, analytical rigour and imagination.
6. Prepare for and participate in class discussion and seminar groups with content designed to add to the collective understanding of texts and issues.
7. Compose essays that conform to accepted practices for conducting research and presenting evidence while also striving to be insightful, original, and creative.
8. Recognize that learning is a communal experience that includes self-reflexivity about one's positionality, lived experiences, and communal/social responsibility.

Students who complete this Culture and Creative Expression course will be able to do the following:
1. Engage in creative processes including conception, investigation, execution, and ongoing critical analysis.
2. Identify, analyze, and critique the elements of a form of expression using its specific vocabulary.
3. Explain or demonstrate the connection between various events, ideas, traditions, and belief systems and the modes in which they are artistically or culturally expressed.
4. Interpret diverse forms of creative expression from different perspectives (e.g. artistic, historical, Indigenous, literary, scientific, philosophical)

COURSE CONTENT
The content and week-by-week breakdown of the course will vary by term and instructor. The following is an example:

Week 1   Challenging Origins: Conceptions of the Literary Tradition
- Brenna Duperron & Elizabeth Edwards, "Thinking Indigeneity: A Challenge to Medieval Studies"
- Lee Maracle, "Toward an National Literature"
- Exeter Book poems (various translations)

Week 2   *Beowulf* and the Challenge of Origins
- *Beowulf*

Week 3   Medieval Lyric
- A selection of medieval lyric poetry

Weeks 4   Romance, Race, and Empire
- *The Branches of the Mabinogi*
- "King of Tars"

Weeks 5-6   Romance, Sex, and Gender
- Gawain and the Green Knight
- Chaucer, "The Knight's Tale," "The Wife of Bath's Prologue" and "Tale"

Week 7   Faith, Secularity, and Selfhood
- Selections from *The Book of Margery Kempe*

Week 7   Singing modern subjectivity: the sonnet and the lyrical self
(Selection of early modern sonnets and 21st century responses)

Week 8   Colonization and its discontents
- Indigenous responses to colonization

Week 9-10   Shakespeare and Colonization
- *The Tempest*

Weeks 11   Getting Metaphysical
- John Donne, Andrew Marvell

Week 12   What was 'Enlightenment?'
- Selections from Francis Bacon and Margaret Cavendish, Robert Hooke

Week 13   Poetry, Revolution, Terrorism
Milton, *Samson Agonistes*

Week 14-15   Final Exam Period

Content Warnings
The readings and lessons in this course are designed to challenge and transform your thinking and to help you develop your capacities for engaging critically and empathetically with the world around you. At times, course materials may contain potentially triggering content for some students. In the interest of creating safer spaces for all members of our university community so that everyone's learning can flourish, instructors and students will aim to provide content notes ahead of time and will encourage everyone to communicate any specific concerns they might have.

Also, please note that questioning our social conditioning, assumptions, or privileges may make us uncomfortable at times, but doing so is a vital part of collective learning and self-growth. While students may feel uncomfortable when engaging with certain course materials or class discussions, they should not be made to feel unsafe. In order to create a supportive classroom environment, it is vital that we all respect each other's privacy, boundaries, and identities.

EVALUATION PROFILE

Written Assignments*	50-70%
Tests & Quizzes	10-20%
Presentations & Group Projects	0-20%
Participation**	0-10%
Total	100%

* To include one graded assignment returned prior to the withdrawal date.No single assignment to be worth more than 35% of the final grade.

** Participation grades are based on the consistency, quality, and frequency of contributions to class discussions. Consistency means attending every class, maintaining a positive and respectful presence in the classroom, and actively contributing to discussions on a regular basis. Quality means demonstrating respect for peers and their contributions; listening attentively during lectures and when other students are speaking; and participating in all activities with an open and inquisitive mind.

ASSIGNMENTS:

The assignment structure for this course is determined by the instructor in accordance with the learning outcomes outlined above. Please refer to the course syllabus and eLearn site for a more detailed breakdown.

Written Assignments

This course will include a combination of short written assignments (e.g. reading responses, primary source analysis, article review) and longer assignments such as a research essay.

Tests and Quizzes

This course may include a combination of quizzes and tests (e.g. pop quiz, midterm exam). The format of tests and quizzes will be determined by the instructor and may include a combination of short answer and essay questions.

Presentations

This course may include a presentation component, which may be an individual or group assignment (e.g. in-class debate, academic poster, research presentation). Detailed instructions will be provided in class and on eLearn.

GRADING PROFILE

A+ = 90-100	B+ = 77-79	C+ = 67-69	D = 50-59
A = 85-89	B = 73-76	C = 63-66	F = 0-49
A = 80-84	B = 70-72	C = 60-62	

Incomplete Grades
Grades of Incomplete "I" are assigned only in exceptional circumstances when a student requests extra time to complete their coursework. Such agreements are made only at the request of the student, who is responsible to determine from the instructor the outstanding requirements of the course.

Late Assignments
Assignments are due at the beginning of the class on the due date listed. Except in legitimate circumstances (such as illness documented by a doctor's note), late essays will receive no credit. If you anticipate handing in an assignment late, please consult with your instructor beforehand.

Missed Exams/Quizzes/Labs etc.
Make-up exams, quizzes and/or tests are given at the discretion of the instructor. They are generally given only in medical emergencies or severe personal crises.

Attendance
Students are expected to attend all classes and associated activities.

English Usage
Students are expected to proofread all written work for any grammatical, spelling, and stylistic errors. Instructors may deduct marks for incorrect grammar and spelling in written assignments.

Electronic Devices
Students may use electronic devices during class for note taking only.

Online Communication
Outside of the classroom, instructors will (if necessary) communicate with students using either their official Capilano University email or eLearn; please check both regularly. Official communication between Capilano University and students is delivered to students' Capilano University email addresses only.

UNIVERSITY OPERATIONAL DETAILS

Tools for Success
Many services are available to support student success for Capilano University students. A central navigation point for all services can be found at: https://www.capilanou.ca/student-services/

Capilano University Security: download the CapU Mobile Safety App

Policy Statement (S2009-06)
Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Academic Integrity, Academic Probation and other educational issues. These and other policies are available on the University website.

Academic Integrity (S2017-05)

Any instance of academic dishonesty or breach of the standards of academic integrity is serious and students will be held accountable for their actions, whether acting alone or in a group. See policy and procedures S2017-05 Academic Integrity for more information: https://www.capilanou.ca/about-capu/governance/policies/

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances, are prohibited and will be handled in accordance with the Student Academic Integrity Procedures.

Academic dishonesty is any act that breaches one or more of the principles of academic integrity. Acts of academic dishonesty may include but are not limited to the following types:

Cheating: Using or providing unauthorized aids, assistance or materials while preparing or completing assessments, or when completing practical work (in clinical, practicum, or lab settings), including but not limited to the following:
- Copying or attempting to copy the work of another during an assessment;
- Communicating work to another student during an examination;
- Using unauthorized aids, notes, or electronic devices or means during an examination;
- Unauthorized possession of an assessment or answer key; and/or,
- Submitting of a substantially similar assessment by two or more students, except in the case where such submission is specifically authorized by the instructor.

Fraud: Creation or use of falsified documents.

Misuse or misrepresentation of sources: Presenting source material in such a way as to distort its original purpose or implication(s); misattributing words, ideas, etc. to someone other than the original source; misrepresenting or manipulating research findings or data; and/or suppressing aspects of findings or data in order to present conclusions in a light other than the research, taken as a whole, would support.

Plagiarism: Presenting or submitting, as one's own work, the research, words, ideas, artistic imagery, arguments, calculations, illustrations, or diagrams of another person or persons without explicit or accurate citation or credit.

Self-Plagiarism: Submitting one's own work for credit in more than one course without the permission of the instructors, or re-submitting work, in whole or in part, for which credit has already been granted without permission of the instructors.

Prohibited Conduct: The following are examples of other conduct specifically prohibited:
- Taking unauthorized possession of the work of another student (for example, intercepting and removing such work from a photocopier or printer, or collecting the graded work of another student from a stack of papers);
- Falsifying one's own and/or other students' attendance in a course;
- Impersonating or allowing the impersonation of an individual;
- Modifying a graded assessment then submitting it for re-grading; or,

- Assisting or attempting to assist another person to commit any breach of academic integrity.

Sexual Violence and Misconduct

All Members of the University Community have the right to work, teach and study in an environment that is free from all forms of sexual violence and misconduct. Policy B401 defines sexual assault as follows:

> Sexual assault is any form of sexual contact that occurs without ongoing and freely given consent, including the threat of sexual contact without consent. Sexual assault can be committed by a stranger, someone known to the survivor or an intimate partner.

Safety and security at the University are a priority and any form of sexual violence and misconduct will not be tolerated or condoned. The University expects all Students and Members of the University Community to abide by all laws and University policies, including B.401 Sexual Violence and Misconduct Policy and B.401.1 Sexual Violence and Misconduct Procedure (found on Policy page https://www.capilanou.ca/about-capu/governance/policies/)

Emergencies: Students are expected to familiarise themselves with the emergency policies where appropriate and the emergency procedures posted on the wall of the classroom.

DEPARTMENTAL OR PROGRAM OPERATIONAL DETAILS

Equity, Diversity & Inclusion

Treating everyone with respect and compassion is a responsibility we all share in creating an inclusive environment that is conducive to learning. Our diverse backgrounds, identities, experiences, languages and learning styles should not only be respected in the classroom but also celebrated as a source of expanding our understanding of other people and, in turn, our capacity for empathy. Students and instructors are expected to cultivate open-mindedness and remain aware of, and sensitive to, the diversity of identity and experience in our university community.