Course Description
One of the biggest challenges of teaching older texts in any class is the widespread assumption that they are “foreign,” “boring,” and/or “overly hard.” Implicit in this thinking is the belief that such texts are little more than antiquated artifacts from “dead” cultures and, as a result, have nothing to do with the present. In this course, we will develop pedagogical approaches for challenging these beliefs while also meeting students where they are in terms of their knowledge bases of the past. Using texts that are frequently taught in a variety of contexts, we will model methods of making the “pre-modern” accessible for students without diminishing or ignoring the many differences between the cultures and time periods that produced and later consumed these texts. Topics we will consider include but are not necessarily limited to the socio-political milieus that shape textual production and reception, the changes in the English language over time, the difficulties associated with evaluating and ultimately choosing which editions to assign, and the stability of the distinction between “pre-modernity” and “modernity” itself.
Fair warning: some of the topics we will discuss are uncomfortable at best and aggressively violent or hate-filled at worst. If you need to take a break while reading, that is perfectly okay, as is talking to someone—me, a UWG counselor, or trusted friend—about why you find a particular topic especially difficult to process. Please see the “UWG Cares” section below for more information about the services available to you as a member of the UWG community.

**Required Texts and Instructional Resources**


All books are available in the UWG bookstore. If you opt to use online or other editions of these materials, it is your responsibility to make sure you know what sections of your text correspond to the reading assignments listed below.

***Supplementary readings and viewings due will be available via CourseDen or online***

**Assignments**

Fuller descriptions of all of your formal assignments a will be posted to CourseDen.

- **Participation** (15%): you are expected to not only do the assigned readings, but also to come to class prepared to discuss said readings. This does not mean that you have to have everything “figured out” ahead of time; questions and clarifications are perfectly reasonable ways to contribute to class discussions, though you need to make an effort to share your opinions and insights too if you want higher than a “C” in this component of your grade. Challenge yourself to talk at least once a class. To that end, you should take notes while reading, bring those notes to class, and come prepared to take notes during class discussions. I will post your participation grade twice: around midterm and at the end of the semester.

- **Reading Journals** (20%): choose the level you want to develop your teaching demonstration and syllabus unit for (grade, middle, high school, or college) and respond to the weekly readings accordingly—what do you notice as a reader? How would you relate that to the classroom you are imagining? What do you anticipate struggling with?

- **Historical Concept “Maps”** (10%): these are essentially formalized, public versions of your journal entries in which you define key terms, themes, and historical ideas that you think would be important to cover for the text in question depending on the level of the course being taught. While they are not formal presentations, they should involve some suggested visuals. These need to be “published” to our collaborative GoogleDoc at least 24 hours before class on the day you are sharing. We will look at these as a group while discussing the text in question.

- **Edition Presentation** (15%): working in small groups, you will research the history of printed editions of your chosen text and give an overview of your findings to your peers.
What trends do you notice are popular in how your text is presented? What practices have gone in and out of style? Which one would you choose for elementary or middle school versus high school versus college and why? You will evaluate your co-presenters as part of this assignment.

- **Teaching Demonstration (20%)**: you will develop a twenty-minute teaching presentation that models how you would teach one of the texts or sets of texts that we discussed as a class for the level of instruction you choose toward the beginning of the semester. Since twenty minutes is less than half the average class period for any level of instruction, you will need to focus your teaching demonstration carefully. You will be graded not only on the content, focus, and performance of the demonstration itself, but also on your self-reflection upon your performance, which is due the day after you present.

- **Syllabus Unit (20%)**: you will develop a syllabus unit focused on a pre-modern text or texts of your choosing, as long as said text(s) can be meaningfully taught (either in full or in extract) two weeks tops. Your unit should include daily reading assignments and at least one formal assignment based on those readings. You should also detail your plans for class discussions and activities for each day of your unit. Finally, you will submit a rationale explaining why you made the choices you made for the curriculum and student population chosen.

**Grading and Revision Policies**

Grades are based on student performance on each assignment. Simply turning in every assignment does not guarantee that you will receive the grade you want on those assignments, nor does earning a “good” grade on one assignment guarantee that you will earn a similar grade on the next assignment. The grading scale and standards I use are detailed in the “Grading Scale and Guidelines for Formal Assignments” document on CourseDen. Generally speaking, however, they follow a two-point scale in which a 98 is an A+, a 96 an A+/A, a 94 an A, a 92 an A/A-, a 90 an A-, and so on.

I do not offer extra credit for this class. I do accept revisions of journal entries if you meet with me to discuss your plans for revision within a week of me handing the graded paper back to you. You should come to this meeting with your revision plan/goals typed up or written out. We will settle on a due date for your revision during our meeting. Revised papers do not necessarily earn higher grades, but I do guarantee that your grade will not drop in any way should you decide to attempt a revision. If you are revising a paper that was penalized for plagiarism, your old grade and your new grade will be averaged to determine the final grade that you will receive. You are welcome to revise late work, but the late penalties associated with the first assignment are also applicable to your revision.

**Schedule of Homework and Assignments**

The work listed below is due on the date on which it is listed. This schedule is a general plan for the course and might be modified as the semester progresses to meet course objectives or address the needs of the class. Most (if not all) of the changes made will be in consultation with the class as a whole. I will announce any changes made in class before sending out a revised syllabus. It is your responsibility to check CourseDen and your email regularly to ensure you are up to date on all class announcements, etc. All readings labeled “e-reserve” can be found in the “E-reserve” folder on the content section of our CourseDen site.
<table>
<thead>
<tr>
<th>Date</th>
<th>What We’re Doing in Class</th>
<th>What is Due</th>
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| Jan. 8  | *Whose Past and Whose Canon Are We Studying?*  
*Email me your top three choices for Historical Concept Maps by midnight on 1/12* |
| Jan. 15 | *It’s All Greek to Me*  
Ancient Greece and the Classical Epic | *Read:* *Odyssey* Books 1-14; “Homerian Pedagogy Cluster One” (e-reserve)  
*Write:* Journal Entry #1 |
| Jan. 22 | *It’s All Greek to Me, Cont’d*  
*First edition presentation* | *Read:* finish *Odyssey*; “Homerian Pedagogy Cluster Two” (e-reserve)  
*Write:* Journal Entry #2 |
| Jan. 29 | *The Islands Clap Back* | *Read:* *Omeros*; Morrison, “Homer Travels to the Caribbean” (e-reserve)  
*Write:* Journal Entry #3 |
| Feb. 5  | *Who Says This is English?*  
“English” epic and anonymous authors  
*Second edition presentation* | *Read:* *Beowulf*; “Beowulf Pedagogy Cluster” (e-reserve)  
*Write:* Journal Entry #4  
*Historical Maps start today* |
| Feb. 12 | *Folktales and Frenchified English*  
The lais, women writers, and the birth of Middle English | *Read:* Marie de France “Bisclavret” (e-reserve); Emaré (e-reserve); *King of Tars*; Godden, “On Teaching Bisclavret”; Clifton, “Teaching and Studying the Middle English Romance” (e-reserve); “Romance Pedagogy Cluster” (e-reserve)  
*Write:* Journal Entry #5 |
| Feb. 19 | *A Knight There Was*  
Romance and the later Middle Ages  
*Third edition presentation* | *Read:* *Sir Gawain and the Green Knight*; “SGGK Pedagogy Cluster” (e-reserve)  
*Write:* Journal Entry #6 |
| Feb. 26 | *Traveling in England and Beyond*  
Chaucer, his influences and afterlives  
*Fourth edition presentation* | *Read:* Chaucer, “General Prologue” (make sure you read the Middle English for this, too; for the Tales, you can just read the translations); Miller’s “Prologue” and “Tale,” Wife of Bath’s “Prologue” and “Tale,” Franklin’s “Prologue” and “Tale,” and the Prioress’s “Prologue” and “Tale”; Boccaccio, *Decameron*, “Preface,” “Day One, Introduction,” (e-reserve) and “Tenth Day, Fifth Tale”; Agbabi, “Prologue,” “The Kiss,” “What Do Women Like Bes’?” “Makar,” and “Sharps and Flats”; and “Chaucer Pedagogy Cluster” (e-reserve)  
*Write:* Journal Entry #7 |
<p>| Mar. 4  | <em>Colonizing The New World</em> | <em>Read:</em> Behn, <em>Oroonoko</em>; excerpts from Equiano, |</p>
<table>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Read</th>
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<tr>
<td>Mar. 11</td>
<td>Short, Sweet, and Hard&lt;br&gt;Elizabethan poetry: sonnet culture and the rediscovery of the Ovidian lyric</td>
<td>Read: Spenser, “Epitaphamion” (e-reserve) and 1, 37, 54, 67, 68, and 75 from Amoretti (e-reserve, “Elizabethan Poetry Not Online” but in two parts); Marlowe, “Hero and Leander” (read both Stestiads); Shakespeare, “Venus and Adonis” and Sonnets 1, 16, 129, 130, and 147 (e-reserve, “Elizabethan Poetry Not Online”); P. Sidney, excerpts from Astrophil and Stella (e-reserve, “Elizabethan Poetry Not Online”); Wyatt, “Sonnet 80” (e-reserve, “Elizabethan Poetry Not Online”); Wroth, excerpts from Pamphila to Amphilanthis (e-reserve, “Elizabethan Poetry Not Online,” plus number four); M. Sidney, “Psalm 73”; Ovid, excerpts from Books 1, 3, and 6 of Metamorphoses (e-reserve); “Shorter Poetry Pedagogy Cluster” (e-reserve); “Ovid Pedagogy Cluster” (e-reserve) Write: Journal Entry #8</td>
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<td>Mar. 18</td>
<td>No class: spring break</td>
<td>Start working on your teaching materials in addition to completing reading listed below</td>
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<td>Mar. 25</td>
<td>“Modern” English, No Really!&lt;br&gt;Family drama, early 17th-century style</td>
<td>Read: Shakespeare, King Lear; “Shakespeare Pedagogy Cluster” (e-reserve) Write: Journal Entry #10</td>
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<td>Apr. 8</td>
<td>Whose Past and Whose Canon Are We Studying—Redux</td>
<td>Read: Paul, “Modern Intolerance”; Teter, “Blood Libel”; Omrod, “How Do We Find Out About Immigrants?”; Diebold, “The Nazi Middle Ages”; Mulder, “No, People in the Middle East Haven’t”; Young, “Whitewashing the ‘Real’ Middle Ages; and Heng, “Medievalists and the Education of Desire” (digital book or e-reserve, if necessary) Write: Journal Entry #12</td>
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<tr>
<td>Apr. 15</td>
<td>Teaching Demos</td>
<td>Write: Reflections</td>
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Course Policies and Expectations of Students

Attendance
You are expected to attend class daily and be on time. I take roll by asking the class a specific “attendance question”; if you show up after I am done with roll you will be considered late. You may miss three classes with no questions asked. For each additional absence beyond the first three your final grade will drop by two percentage points (so a final grade of 86 would become an 82 after five absences, etc.). Three late arrivals count as one absence. Leaving class early without permission also counts as an absence, as does showing up more than twenty minutes late. If you are asked to leave class for any reason, that too will count as an absence. Should you miss a class at any point in the semester, it is your responsibility to talk to your peers to figure out what you missed. In-class work cannot be made up except for cases of documented emergency and missing multiple in-class discussions will negatively impact your participation grade. If something outside of your control is impacting your ability to attend class regularly, please come and talk to me before your grade suffers due to attendance alone.

Deadlines and Submitting Assignments
All of your work is due on the days and times indicated by the above schedule. You will submit your work electronically via CourseDen (or email if there happens to be server trouble). Your grade will drop by two grade scales (four points) for every day that it is late, including weekends, and I will not accept work that is over a week late. If you are going to be absent the day that something is due, it remains your responsibility to make sure that your work is turned in on time. Failure to do so will result in your grade dropping. If you are having trouble with an assignment, come and talk to me well ahead of that assignment’s due date; I do not grant last minute extensions for assignments nor can I be of much help the night before an assignment is due. I am, however, happy to do everything in my power to help you produce work that you are proud of, including granting extensions that are requested in a reasonable timeframe ahead of that assignment’s due date.

It is your responsibility to regularly back up your work and to ensure that the submitted product is formatted correctly. “My computer ate my file” and “I thought I submitted that file” are not accepted excuses for late work, so I strongly suggest you save your work to a USB drive regularly, back your work up on Google Drive or Dropbox, and double check that all of your submissions to CourseDen go through as planned. If you have questions or concerns about CourseDen, you should contact the Distance Learning office at http://uwgonline.westga.edu/.

Academic Honesty
The act of plagiarism—claiming someone else’s ideas, language, images, or other original materials as your own without giving full credit to your source—is a serious offense. As members of an academic community, it is important that we engage in responsible and honest communication with one another. Plagiarism, whether accidental or intentional, will result in a failing grade for the assignment in question and will, as a result, negatively impact your overall grade. Repeat offenders will fail the course and might be subjected to additional action by the University.
If you are unclear about how to cite a source, ask me before you turn your work in. Sources you should consult before talking to me include:

- The English department’s website: http://www.westga.edu/~Engdept/Plagiarism/index.html
- The Writing Center’s site: https://www.westga.edu/academics/coah/writing
- The research and citation section of Purdue’s online writing lab: https://owl.purdue.edu/owl/owl_purdue_owl.html

Submitting someone else’s work as your own, resubmitting your own work done for another class, or collaborating with peers on individual assignments are also forms of academic dishonesty that will result in failing grades for the assignment.

“Classroom” Etiquette
Since everyone is expected to participate in class, it is important that you all feel comfortable doing so. Some of the content we will be discussing involves topics or perspectives with which you might not agree or feel wholly comfortable, and that is okay. Differing viewpoints are welcome in class discussions; however, disrespectful comments against specific individuals or groups will not be tolerated under any circumstances. In the event that such a statement is made, the speaker will be asked to leave class immediately and will be marked absent for the day. Disagreeing with someone is one thing, disrespecting or attacking him or her is another—do not do it. On a related note, it is disrespectful to both me and your fellow classmates to let your cell phones ring during our time together, so please turn off your phones before class. Other portable electronics should, likewise, be turned off during class unless you are given permission to use them for a specific purpose. If I see you text messaging, emailing, checking facebook, or doing work for another class, I will ask you to leave and mark you as absent.

Additional Support
I am happy to meet with you outside of class to discuss certain videos/programs, your progress on specific assignments, or any other questions/concerns you might have about what is going on in my class or your life in general. I will be in my office during the office hours listed at the top of this syllabus. On the occasion that I need to reschedule office hours, you will be given as much advanced notice about these changes as possible. If you are unable to come to office hours, let me know and we will figure out another time to meet that is convenient for us both. I am also happy to answer specific questions over email and will do so as quickly as I can. That said, please don’t panic if you don’t hear from me right away, especially if you send your mail at, say, midnight. If, however, I haven’t responded in 36 hours, feel free to send a follow up email.

The University Writing Center is another excellent resource that I encourage you to take advantage of as all writing benefits from multiple sets of eyes; indeed, professional writers workshop their pieces all of the time. You may go to the Writing Center at any stage in your writing process for any class. For more information or to make an appointment, call 678-839-6513, visit TLC 1201, or email them at writing@westga.edu. The Center for Academic Success (CAS) provides many programs, including peer tutoring for Core classes, to help all students succeed academically. For more information or to make an appointment, call 678-839-6280, visit UCC 200, or email them at cas@westga.edu.
University Policies

Student Rights/Responsibilities
Please carefully review the following Common Language for all university course syllabi at
http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf. It contains
important material pertaining to university policies and responsibilities. Because these statements are
updated as federal, state, university and accreditation standards change, you should review the
information each semester.

Accessibility Services
UWG adheres to the American with Disabilities Act (ADA), which requires that accommodations be
made to make programs accessible for people with disabilities. If you are a student with a disability,
please make sure to register at the Accessibility Services Office and provide me with a copy of your
Accommodation Request as soon as possible. The Accessibility Services Office is located at 123
Row Hall. You may call them at 678-839-6428 or visit their website at
http://www.westga.edu/counseling/4486.php.

UWG Cares
College can sometimes feel stressful. Please know that everyone at UWG is committed to supporting
you to the best of our abilities; we’ve been in your shoes. If at any point during the semester you or
someone you know starts to feel overwhelmed, I’d encourage you to call the Counseling Center (it’s
free and anything you discuss can remain confidential) at 678-839-6428 or visit them in Row Hall
123 from 8-5, Mon-Fri. If you need to contact a patient’s advocate, call 678-839-0641 or 678-839-
5338 (also confidential). For basic health concerns, call Health Services at 678-839-6452.

If you need me to help you find a particular support service or walk with you to an office, I am
happy to do that; you need to know, however, that I am legally obligated to report any incident of
sexual assault as a violation of Title IX (please see the following site for more information about
Title IX and your reporting options: https://www.westga.edu/hr/title-nine.php).

If you are worried about someone who does not seem to want to ask for help, visit
http://www.westga.edu/uwgcares/ to file an anonymous report on that person. In case of emergency,
call the UWG police at 678-839-6000. Don’t be afraid to call national help lines, like the national
suicide prevention lifeline at 800-273-8255 or the national sexual assault hotline at 800-656-4673 if
need be, either.