



ENGL 4325: Chaucer

Spring Semester 2019

TR 11.00 -12.20 p.m.

Trimble Hall 119

Professor J. Fay

609 Carlisle Hall (mailbox in Carlisle 204)

Office Hours: TR 9.00 -10.45 a.m. in the bookstore Starbucks (or by appointment at other times)

jacqueline.fay@uta.edu (expect response within 24 hours of receipt)

Faculty Profile: <https://www.uta.edu/profiles/jacqueline-fay>

www.jacquelinefay.com

Course materials—Available at the Bookstore:

Geoffrey Chaucer, *The Canterbury Tales*, ed. Robert Boenig and Andrew Taylor (Peterborough, Canada: Broadview Press, 2012). 978-1554811069

Additional readings on blackboard

You will also need to activate and use your UTA e-mail address (go to the IT helpdesk, floor 1 of the main library for assistance). All e-mails about this course will be sent ONLY to this address and you will be held responsible for making sure that you receive them.

Course Description:

People have been reading Chaucer's works longer than they have been reading those of any other author writing in the English language. He's been described by various people at various times as the Father of English Literature, the first finder of our language, and the lodestar of our language. The twentieth-century poet Ted Hughes even imagined a

field of cows enthralled by a shouted rendition of the opening of *The Canterbury Tales*, suggesting that there is no audience immune to Chaucer's artistry.

But shouldn't you judge for yourself?

Spend a semester reading the works of Chaucer--bawdy, reverent, spiritual, funny, thought-provoking, offensive, poignant, everyday, and dazzling. The class will concentrate on *The Canterbury Tales*, but we will also read one of Chaucer's dream visions, *The Parliament of Fowls*. In all cases, we will trace Chaucer's connections to the European literary trends of his time, and to patristic commentary, biblical and classical sources. We will also persistently consider what Chaucer's texts have to say to us as twenty-first century readers. Are we reading his works now for the cultural cachet of "knowing" Chaucer, or can Chaucer help us know ourselves a little better?

Student Learning Outcomes:

- The students will be familiar with the life and works of Geoffrey Chaucer
- The students will understand the relationship between the works of Geoffrey Chaucer and the biblical tradition, as well as continental literary history and models
- The students will be able to position the works of Geoffrey Chaucer in English literary history
- The students will have a working knowledge of the historical situation in late fourteenth-century England

Course Requirements:

Work for this course will include:	% of grade
• Daily readings and class participation	10%
• Reading responses (discussion board)	10%
• Project 1	20%
• Project 2	20%
• Midterm exam	20%
• Final exam	20%

Failure to complete any one of these major components will result in a failing grade for the semester.

This course meets twice a week in a seminar format. Most class meetings will be taken up with discussion of the texts we are reading. In seminar discussions, each student is expected to participate fully. You are responsible for keeping up with the reading, formulating questions, ideas, and interpretations about these texts, and engaging in dynamic dialogue with your fellow students and with me during class time. In-class assignments, homework, and occasional quizzes will help keep you on track.

Attendance:

Your participation in class is a very important part of the seminar format, and excessive absences will cause you to miss the discussions that exam questions and paper topics will draw from, as well as significantly lowering your participation grade. Excessive absences (more than 4) are grounds for reduction of your overall grade at the discretion of the instructor and possible failure of the course. Excessive lateness will count towards absences at the discretion of the instructor.

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I will evaluate attendance as outlined in the previous section. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

Assignments:

All work must be turned in on time. Late papers will be accepted but will lose a letter grade for each day they are late. This includes weekends. All written work should be typed, double-spaced, with standard 1" margins and 12-point font.

Class Discussion board:

In a seminar course, it is vital for me and for your classmates to know what you are thinking about the texts we read. Sometimes, however, there just isn't enough time in class for everyone to get a chance to speak. For this reason, I have established a class discussion board on Blackboard, where you can post your own interpretations, analyses, thoughts, questions, and comments about class materials and discussions. We will use the board to take discussion outside the classroom and keep conversations going between classes. You are required to post at least once a week, and take the time to read other people's postings so that you can begin to think about class discussion topics. I will monitor and sometimes participate in the discussions, and postings count as part of your participation grade.

Accessing the Discussion board

1. Go to the Blackboard page for the course
2. Go to the Discussions tab
3. Post in the box (not as an attachment)
4. Post in the pre-existing thread for each text; do not create new threads

Posting to the Discussion board:

Postings to the discussion board are informal, but they should be substantive. You may choose to answer one of the reading questions for a given assignment; you may choose to generate discussion by asking a detailed question of your own. You may want to respond to something posted by one of your classmates or by me. You may continue discussions we've started in class, or add comments that weren't discussed during class time. You have great freedom in these postings; I ask only that you write something substantial—at least a paragraph (that's 8-12 sentences)—and that you pay some attention to details like grammar and spelling.

Postings are due by midnight on Monday each week.

Drop Policy:

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

Disability Accommodations:

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a **letter certified by the Office for Students with Disabilities (OSD)**. Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy:

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

Title IX Policy:

The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Michelle Willibanks, Title IX Coordinator at (817) 272-4585 or titleix@uta.edu.

Academic Integrity:

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in

accordance with University policy, which may result in the student's suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>.

Electronic Communication:

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Campus Carry:

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

Student Feedback Survey:

At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week:

For semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or

performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures:

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Student Support Services:

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include [*tutoring*](#), [*major-based learning centers*](#), developmental education, [*advising and mentoring*](#), personal counseling, and [*federally funded programs*](#). For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [*resources@uta.edu*](mailto:resources@uta.edu), or view the information at [*http://www.uta.edu/universitycollege/resources/index.php*](http://www.uta.edu/universitycollege/resources/index.php).

Course Calendar

This is a provisional schedule for readings and assignments over the course of the semester. We will try to follow it as closely as possible, but it is subject to change and will be updated as necessary. Readings should be completed by the first day on which they are to be discussed.

Week 1

- T 1/15 Introduction to class. How to read Middle English.
R 1/17 How to read Middle English (cont.)

Week 2

- T 1/22 READ: *Parliament of Fowls* (on Blackboard)
R 1/24 READ: *Parliament of Fowls* (cont.)

Week 3

- T 1/29 READ: *The General Prologue*
R 1/31 READ: *The Knight's Tale*

Week 4

- T 2/5 READ: *The Knight's Tale* (continued)
R 2/7 READ: *The Miller's Prologue and Tale*

Week 5

- T 2/12 READ: *The Miller's Prologue and Tale* (cont.)
R 2/14 READ: *The Reeve's Prologue and Tale*

Week 6

- T 2/19 READ: *The Man of Law's Prologue, Tale and Epilogue*
R 2/21 READ: *The Prioress's Prologue and Tale*

Project 1 due

Week 7

T 2/26 READ: *The Wife of Bath's Prologue*

R 2/28 READ: *The Wife of Bath's Tale*

Week 8

T 3/5 Review

R 3/7 *Midterm Exam*

Week 9

SPRING BREAK

Week 10

T 3/19 READ: *The Friar's Prologue and Tale*

R 3/21 READ: *The Summoner's Prologue and Tale*

Week 11

T 3/26 Meet at regular room and walk to Major/Minor Day: A celebration of our minors and majors with pizza, games, fun

R 3/28 READ: *The Clerk's Prologue and Tale*

Week 12

T 4/2 READ: *The Merchant's Prologue and Tale*

R 4/4 READ: *The Squire's Introduction and Tale*

Week 13

T 4/9 READ: *The Franklin's Prologue and Tale*

R 4/11 READ: *The Tale of Sir Thopas and the Tale of Melibee*

Week 14

T 4/16 READ: *The Pardoner's Prologue*

R 4/18 READ: *The Pardoner's Tale*

Week 15

T 4/23 READ: *The Nun's Priest's Prologue and Tale*

R 4/25 READ: *The Nun's Priest's Prologue and Tale*

Week 16

T 4/30 READ: *Chaucer's Retraction*

Project 2 due

R 5/2 Review for Final

FINAL EXAM

T 5/7 11.00 a.m.-1.30 p.m.