

**Geoffrey B. Elliott**  
**Sample Syllabus**  
**Survey of Arthuriana in the British/English Middle Ages**

<b>Office</b>	TBD	<b>Office Phone</b>	TBD
		<b>Office Email</b>	TBD
		<b>Office Hours</b>	TBD

Note that information on the syllabus is subject to change. Reasonable efforts will be made to notify students of any changes that do occur.

Survey of Arthuriana in the British/English Middle Ages is a course meant to introduce senior undergraduates and early-career graduate students to the general scope of Arthurian literature as it appears throughout the High and Late Middle Ages in the British Isles (roughly from the Norman Invasion through the Battle of Bosworth Field, or 1066 to 1485). The prevalence of Arthurian figures and themes in mainstream and niche popular cultures in the United States makes study of Arthurian source materials important for understanding the shapes of popular conceptions and interpretations.

### **Course Objectives/Outcomes**

Students successfully completing Survey of Arthuriana in the British/English Middle Ages can expect to do the following:

- Read and understand texts in Middle English and in translation, demonstrating the understanding thereof through in-class and online discussions, as well as in occasional in-class minor assignments;
- Propose a topic of inquiry about Arthurian legend and/or its reception in a manner consistent with expectations for research into the field;
- Review recent research relevant to the proposed topic of inquiry, demonstrating familiarity therewith through an annotated bibliography;
- Argue convincingly in favor of the results of the inquiry proposed in the form of a conference-length paper suitable for delivery at a regional, national, or international conference;
- For undergraduate students, demonstrate overall familiarity with the concepts and materials treated in the course through successful completion of a summative exam; and
- For graduate students, expand upon the assertions made in the conference-length paper in the form of a seminar-length paper suitable for publication in an academic journal.

### **Required and Recommended Texts and Resources**

Survey of Arthuriana in the British/English Middle Ages requires three textbooks:

- Thomas J. Garbáty, *Medieval English Literature*, ISBN-10 0881339504, ISBN-13 978-0881339505
- Eugène Vinaver, *Malory: Complete Works*, ISBN-10 0192812173, ISBN-13 978-0192812179
- Larry D. Benson, *King Arthur's Death*, ISBN-10 1879288389, ISBN-13 978-1879288386

Garbáty's *Medieval English Literature* is a reasonably good text for surveying Middle English and related Arthuriana; many of its selections are slices of Arthurian literature, ranging from Geoffrey of Monmouth to Sir Thomas Malory, and the editorial notes and comments are helpful.

However, as with all anthologies, Garbáty's work has the problem of presenting only selections; examining incomplete works inhibits the ability of students to perceive and engage with the major literary tropes that typify Arthurian literature in and out of the English language and which inform the literature, Arthurian and not, of later times. Thus, in addition to the Garbáty text, students will need to acquire copies of the Vinaver edition of Malory and the Benson edition of the *Alliterative Morte Arthure* and the *Stanzaic Morte Arthur* which inform Malory. While Garbáty includes selections from Malory and a section of the *Alliterative Morte Arthure*, other sections of Malory than the concluding chapters Garbáty includes need to be examined, and Benson's editorial comments on the *Alliterative Morte Arthure* are much more extensive and informative than Garbáty (again, largely due to the limitations of anthology) can provide. Too, Garbáty does not include any portion or of the *Stanzaic Morte Arthur*, which provides an interestingly divergent account of the death of Arthur from Malory, meriting study.

Electronic editions are available of each of the works assigned for the course. Students who opt to use them are advised that they—not the instructor, program, department, or institution—are responsible for securing access to the text during class time and for any hardware or software problems attendant upon their doing so.

In addition to required texts, the following resources will be helpful or vital in carrying out the tasks of the course:

- The institution's writing/tutorial centers
- *ElliottRWI*, [www.elliotttrwi.com](http://www.elliotttrwi.com)
- *Purdue University Online Writing Lab*, <http://owl.english.purdue.edu>
- Major English-language dictionary, such as those from Oxford University (preferred) and Merriam-Webster
- Access to campus email and information management systems
- Pen/pencil and paper every class meeting

In the course of completing the required tasks for Survey of Arthuriana in the British/English Middle Ages, students will be obliged to seek further outside sources, such as from major journals and longer scholarly publications. Useful examples of the former include

- *Speculum*, a journal of the Medieval Academy of America
- *Arthuriana*, a journal of the International Arthurian Society
- *Studies in the Age of Chaucer*, a publication of the New Chaucer Society
- *Journal of Medieval and Early Modern Studies*, published by Duke UP
- *The Medieval Journal*, published by the St. Andrews Institute of Medieval Studies
- *postmedieval*, a journal of medieval cultural studies

Other sources yet may be helpful. The lists above are not meant to be exhaustive.

### **Evaluation/Assessment**

How student grades in the class will be determined depends on their status. Undergraduate students will have their grades determined according to the distribution in Table 1, below. Graduate students will have their grades determined according to the distribution in Table 2, below.

**Table 1: Undergraduate Grading Distribution**

Assignment or Category	Percent of Grade
Abstract (Abstract)*	10
Annotated Bibliography (AnnBib)*	15
Conference Paper (ConfPpr)*	20
Summative Exam (SumEx)*	15
Online Discussions (Discus)	15
Minor Assignments (MinAss)	15
Professionalism (Prof)	10
<b>Total</b>	<b>100</b>

\* Indicates a major assignment.

**Table 2: Graduate Grading Distribution**

Assignment or Category	Percent of Grade
Abstract (Abstract)*	10
Annotated Bibliography (AnnBib)*	15
Conference Paper (ConfPpr)*	20
Seminar Paper (SemPpr)*	30
Online Discussions (Discus)	10
Minor Assignments (MinAss)	5
Professionalism (Prof)	10
<b>Total</b>	<b>100</b>

\* Indicates a major assignment.

Major and some minor assignments will be assessed in terms of their demonstrated performance in several categories (these will be discussed in more detail on the individual assignment materials). Individual categories on such assignments will be assigned a number of “steps,” individual motions through the grading scale indicated on Table 3, below; the total number of steps, positive or negative, will indicate the final assignment score.

Some minor assignments will only be offered an overall score. Such scores also conform to Table 3, below.

**Table 3: Grading Scale**

<b>Score</b>	A+	A	A-	B+	B	B-	C+	C	C-	D	F	0
<b>Steps</b>	+7	+6	+5	+4	+3	+2	+1	+/-0	-1	-2	-3 or more	N/A*
<b>Numerical Equivalent</b>	98	95	92	88	85	82	78	75	72	65	55	0

\*Grades of zero (0) result from non-submission of assignments or from academic integrity violations.

Final grades for the term will be reported according to the standard grading scale in force at the institution.

Each of the major assignments (aside from the SumEx) is expected to be submitted as a work of polished prose— work that has been written and revised more than once; major assignments will be assessed against the expectation. For senior undergraduates, this is to be considered practice for either graduate school or professional endeavor. For graduate students, this is to be considered in terms of motion towards formal conference presentation or publication. Rushed work is not likely to be favorably regarded.

I generally grade fairly holistically. This does not mean that I shall not mark or penalize your errors, but I shall do my best to give you better and more useful feedback on the work you do than simply “fixing” your punctuation and spelling and slapping a grade on the work. Mechanical “correctness” is important, but organization, depth, and originality of thought are more so.

In this class, the fact that you or somebody else paid for you to have a seat does not entitle you to any specific grade; by registering and meeting the requirements for this class, you have earned the right to have access to higher learning and the **opportunity to earn** credit, much as you have to pay to take a martial arts class but are not assured of earning any specific belt. I do not **give** you a grade, you **earn** a grade; I report to you on the quality of the work you turn in to me, as measured against standards expressed for each assignment.

### **Student Professionalism**

Please treat the classroom with the same degree of attention and consideration as any professional space. Please show up to class prepared and on time; **this means having necessary materials, having completed the assigned readings, and having prepared any assignments upon entry into the classroom.** Silence or deactivate cell phones during class time, and refrain from private conversations outside of group/class discussion. If you are late, please be respectful of the instructor and others in the classroom by quietly and quickly finding a seat without gratuitous comment, questioning, or other obtrusive behavior (this includes interrupting the instructor mid-lecture to explain your tardiness, ask what the class is doing, or make other comments). The same requests also apply to those who need to leave early. If you feel the need communicate with the instructor about your late arrival or early departure, please do so via email, during office hours, or before or after class.

Please note that excessive tardiness or early departure will negatively impact your professionalism. Please note also that egregious violations of professional conduct will result in your being asked to leave; if you are thusly asked to leave, you will be counted absent for the class.

### **Late Work**

Timeliness in submission of work is crucial to effective evaluation and revision of it; therefore, you ought to submit work when it is due, as indicated by the course calendar. Failure to do so will incur grade penalties. Major papers and major homework assignments submitted late will be penalized at the rate provided for by institutional policy. In-class and minor or daily assignments **may not** be submitted late.

Note that frequent late submission or substantially late submissions will negatively affect your professionalism score.

Students who miss in-class work or whose major papers and/or homework assignments are late because of military or legal service, university-sponsored events, or university-documented disability may be allowed to make up the work or may be excused from it on a case-by-case basis in consultation with the instructor.

## Revision

In some circumstances, **major (not minor)** assignments may be revised. After receiving instructor-reviewed major assignments, students may meet with the instructor to confer about what must be done to improve the paper and how much time is available for doing so. Students who have such meetings and successfully carry out the indicated adjustments to their work in the time allotted them will have their papers re-graded. (Students should note that grading on revisions is somewhat harsher than on earlier versions, as additional review carries the expectation of higher levels of performance.) The higher of the two grades received for the assignment will be recorded and factored into final grade reporting.

**Late submissions of requested revisions will not be accepted.**

## Attendance

Successful completion of the class will rely in no small part on the discussions conducted during class time. Accordingly, attendance is vital, and it will be checked during each class meeting. In recognition that there are circumstances that prevent regular and complete attendance, however, a certain number of absences are permitted before grade penalties begin to accrue for absences alone (missed or non-submitted work may still impose grade penalties, however); institutional policy makes such provisions.

Except as provided for by institutional policy, the only absences which do not count against the regularly allotted number (i.e., “excused absences”) are those incurred by military or legal service. Such absences will require documentation **prior to the absence** to be excused. Illnesses, deaths in the family, outside employment, and transportation problems **are all counted among the allowed absences**. Only rare exceptions will be permitted, and those only by explicit approval of institutional authorities.

## Tardiness/Early Departure

Every effort should be made to be in class on time and for the full class time. Those arriving egregiously late (usually more than ten minutes) are subject to being counted absent. Students are additionally subject to being counted absent if they leave before a class meeting is dismissed, or if they are out of the room for protracted periods during class (usually more than five minutes), or multiple times in a given class period.

## Discussion of Grades and Progress

Unless otherwise provided for by institutional policy, I am always happy to discuss your progress and grades with you. I am not going to discuss your grades with your parents, your siblings, your roommates, your spouses, your children, or anyone else except as required by my superiors and the law. I am also not going to discuss your grades over the phone or through email; if you want to know your grades, come see me during office hours or set up an appointment, and we can go over how you are doing, what you have done well, and what you can improve upon.

It is your responsibility to keep up with your grades and progress in the course. The time to review them is not after they have been submitted, but throughout the semester, when there is something you can do about them.

### **Students with Special Needs**

I am, of course, happy to provide reasonable accommodation for documented special needs students may have. I need the appropriate documentation, per institutional policy, to be able to determine what accommodations are reasonable and appropriate; students desiring such accommodations must ensure that the appropriate documentation reaches me in a timely fashion.

As a note, the texts studied in the class may involve frank discussions and depictions of various acts currently considered objectionable. Sensitivity to such concerns is to be expected, but not to such a degree as forecloses open and sincere inquiry into the content and function of texts and their continued deployments in popular culture.

### **Academic Integrity**

As a course meant for senior undergraduates and beginning graduate students, Survey of Arthuriana in the British/English Middle Ages is offered with the understanding that students are familiar with general and institution-specific principles of academic integrity. Particulars will vary by institution, but general principles include avoidance of

- Unauthorized collaboration, unauthorized consolidation of assignments, undocumented or inappropriately documented use of primary and/or secondary materials, and overuse of appropriately documented primary and/or secondary materials;
- Purchasing the academic and/or scholarly work of others and presenting it as if it had been conducted by the student;
- Obtaining unauthorized access to testing and examination materials and/or providing such access to others; and
- Falsification of class records.

Penalties for violations of academic integrity are likely to be severe; do not provoke them.

### **Contact Policy**

Email is my preferred mode of contact outside of class time; I check my email at least once (and usually more often) each day I am scheduled to teach, usually in the morning. As a note, I do not sit up all night waiting for my email inbox to chime, and I may not have time to read and answer all emails before class.

### **Agreements**

Students who remain enrolled in the class past the add/drop date signal their understanding of and agreement to the policies and procedures outlined in this syllabus.

A form will be distributed allowing students to opt into or out of the use of their work in the course for study and professional development purposes. Opting in or out will make no difference to grading.

## General Course Calendar

Readings and minor assignments not already on the course calendar (Table 4, below) may be announced in class. When they are, they are to be treated as appearing on the calendar at the correct time. Also, readings may not always be discussed in class. You are still responsible for knowing the material; the readings form the bases for discussions and are likely to undergird any necessary quizzes and/or homework.

“Readings Due” indicates that the readings listed are assigned **to be completed before the beginning of class** on the day listed, unless otherwise noted. “Assignments Due” indicates that the activities listed are to be completed and submitted at the time and in the manner indicated. Due dates for major assignments are already noted by week.

In the event that a given class day has neither reading nor activity listed, class will still meet normally. The only times class does not meet as scheduled will be announced in advance (if possible) or posted on the door to the classroom.

**Table 4: Course Calendar**

Week	Readings Due	Assignments Due
1	Syllabus and Course Calendar (in class); Garbáty, Preface General Introduction	
2	Garbáty, Summary of ME Spelling and Pronunciation (cont'd), The Chronicle (intro.), <i>History of the Kings of Britain</i>	
3	Garbáty, Epic-Heroic Literature (intro.), <i>Brut</i>	Discus 1 (online before the beginning of the week), Abstract (online before the end of the business week)
4	Benson, Introduction, <i>Stanzaic Morte Arthur</i>	Discus 2 (online before the beginning of the week)
5	Benson, <i>Stanzaic Morte Arthur</i> (cont'd)	Discus 3 (online before the beginning of the week)
6	Benson, <i>Alliterative Morte Arthure</i>	Discus 4 (online before the beginning of the week)
7	Benson, <i>Alliterative Morte Arthure</i> (cont'd)	Discus 5 (online before the beginning of the week), AnnBib (online before the end of the business week)
8	Garbáty, The Breton Lai (intro.), <i>Sir Launfal</i>	Discus 6 (online before the beginning of the week)
9	Garbáty, The Ballad (intro.), “The Boy and the Mantle,” “The Marriage of Sir Gawain”	Discus 7 (online before the beginning of the week)
10	Garbáty, The Parody-Burlesque (intro.), <i>The Wedding of Sir Gawain and Dame Ragnell</i>	Discus 8 (online before the beginning of the week)
11	Garbáty, The Romance (intro.), <i>SGGK</i>	Discus 9 (online before the beginning of the week), ConfPpr (online before the end of the business week)
12	Garbáty, <i>SGGK</i> (cont'd),	Discus 10 (online before the beginning of the week)
13	Garbáty, Prose—Lore and Romance (intro.); Vinaver, Introduction, Caxton’s Preface	Discus 11 (online before the beginning of the week)
14	Vinaver, Malory (cont'd)	Discus 12 (online before the beginning of the week)

<b>Week</b>	<b>Readings Due</b>	<b>Assignments Due</b>
<b>15</b>	Vinaver, Malory (cont'd)	SumEx (undergraduate, in class) or SemPpr (graduate, online before the beginning of the week)

Dates to remember will vary by institution and term, as many will concern themselves with institutional, local, state, and federal holidays, or with the instructor's conference activities.