

ENGL 3430
British Literature to 1780

Professor: Dr. Mary Lutze

Time/Room: MW 11:00am-12:20pm, Lang 304

Office: Sage Hall 150B

Email: Mary.Lutze@unt.edu

Office Hours: Mondays 1-2:30pm, Wednesdays 1-2:30pm, and by appointment

Communication Guidelines

Connect with me through email, Canvas, and/or by attending office hours. My office hours are for you – you'll find out pretty quickly that I love to yap, so please swing by for office hours so that I don't drive the Writing Center tutors crazy. If you send an email during the week and if I don't respond within two business days, please send a follow up email. A gentle nudge is always appreciated (*note, I'm trying my best to find work/life balance, so I won't be as responsive over the weekends*).

In Class: I value the many perspectives students bring to our campus. Please work with me to create a classroom culture of open communication, mutual respect, and belonging. All discussions should be respectful and civil. Although disagreements and debates are encouraged, personal attacks are unacceptable. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please stop by my office and let me know. We are all learning together.

Course Description and Objectives:

This survey is designed to further students' familiarity with premodern literature from Old English to the eighteenth century. Throughout this semester, you will receive an overview of over one thousand years of writing that may be challenging but will also be heroic, heart wrenching, moving, witty, humorous, and – dare I say – enjoyable. My goal as we go through each literary period is to provide essential historical, cultural, and conventional context to illuminate each work we read. For those of you interested in graduate school, surveys like this give you a sampling of various literary periods so that you can more easily decide where you'd like to dive in deeper. Because of this, you must understand that this course reading schedule is nowhere near exhaustive, but I strive to highlight some of the “best hits” of British Literature to 1780.

* Materials from the course should not be shared outside the course without my written permission.

Required Texts:

Stephen Greenblatt, ed. *The Norton Anthology of English Literature – Volumes A, B, and C.* 10th ed. Norton, 2018.

- 9780393603125 (ISBN)

Course Grade Breakdown:

• Class Participation	30%
• Attendance Quizzes	10%
• Canvas Journal Entries	15%
• Exam 1	15%
• Exam 2	15%
• Final Exam	20%

Grading Scale:

- (A) 90-100;
- (B) 80-89;
- (C) 70-79;
- (D) 60-69;
- (F) below 60

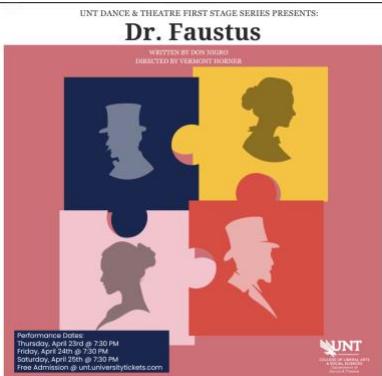
Participation and Attendance:

You are expected to take an active part in all of our discussions; learning in this class is largely collaborative, and class will be much more enjoyable as a result of active and respectful dialogue. I will base your participation score on whether or not you pay attention, remain engaged, and contribute meaningfully in our class discussions. You are expected to follow the general rules of classroom etiquette in order to avoid disturbing the class: you should arrive on time, silence and put away your cell phone before class begins, and you should responsibly monitor your laptop and tablet use so that you do not become a distraction to yourself and the students around you.

Attendance: I will not be taking attendance formally. Instead, 10 unannounced quizzes will be given throughout the semester at the beginning of class. These quizzes, worth 10% of your grade are meant to encourage consistent attendance, active note taking and critical analysis, and reading completion. *You will be able to retake a quiz missed for tardiness or absences with a grade penalty amounting to one letter grade.* The quizzes will incorporate material from readings and will be open note (but NOT open book). At least one extra-credit opportunity will be available in the semester to nullify the score of

the lowest quiz grade and to account for excused absences that result in a missed quiz. Please reach out to me if you missed a quiz at the start of the semester due to late enrollment.

Available Extra Credit Opportunities (choose only two):



1. +2%: Attend UNT Theatre's production of *The Tempest* (February 12-14, 2026) and write a 1-2-page performance review for the production (see rubric for more details)
2. +2%: Attend UNT Theatre's production of *Dr. Faustus* (April 23-25, 2026) and write a 1-2-page performance review for the production (see rubric for more details)
3. +2%: Memorize any 2 poems from our readings and recite them orally to me during office hours
4. +2%: Memorize a monologue from one of our plays and recite it to me during office hours



Accessible Education

The University of North Texas makes reasonable accommodations for students with disabilities. To request accommodations, you must first register with the Office of Disability Access (ODA) by completing an application for services and providing documentation to verify your eligibility each semester. Once your eligibility is confirmed, you may request your letter of accommodation. ODA will then email your faculty a letter of reasonable accommodation, initiating a private discussion about your specific needs in the course.

You can request accommodations at any time, but it's important to provide ODA notice to your faculty as early as possible in the semester to avoid delays in implementation. Keep in mind that you must obtain a new letter of accommodation for each semester and meet with each faculty member before accommodations can be implemented in each class. You are strongly encouraged to meet with faculty regarding your accommodations during office hours or by appointment. Faculty have the authority to ask you to discuss your letter during their designated office hours to protect your privacy. For more information and to access resources that can support your needs, refer to the Office of Disability Access website (<https://studentaffairs.unt.edu/office-disability-access>).

Canvas Journal Entries:

15% of your semester grade will be determined by submitted journal entries. These entries will record your responses to the texts we've read. You should only reflect on 1-2 things in each journal (for example – don't try to cover 8 poems in one entry; I'd rather see you delve deeply into 1-2 than skim briefly over several). In your journal entries, I want to see you extend beyond initial emotional response to the work (say more than whether you liked or hated it). Optional ideas for responses might include a close reading or analysis, a critical response to some aspect of the work that relates to historical or cultural context, a reflection on the work in light of class discussion, a comparison to another text you've read in this class or other courses, or a response in light of a relevant theoretical lens (such as Disability Studies, Ecocriticism, Postcolonial Theory, New Historicism, Feminist Theory, Deconstructionist Theory, etc.).

As the Writing Center Director, I encourage you all to utilize our writing center services for your journal entries and your extra credit performance review. If I receive a Client Report Form from your tutor that indicates you went to the WC for help before submission, I will automatically add a half-letter boost to each assignment's final grade.

Exams:

Three times in the semester, you will take an in-class exam. The first two exams will be cumulative (testing on material up to the date of the test), and the final exam will be comprehensive (testing you on the material covered throughout the semester). Each of these exams will include multiple choice, true/false, and short answer questions. Each test will also include a short essay question (this will be my means of checking your comprehension and analysis as well as your writing ability). Please let me know if you have accommodations for longer testing times as I can arrange tests to be taken in the ODA office or in the Writing Center.

- **Exam 1:** February 11
- **Exam 2:** March 30
- **Final Exam:** May 4

Make-up Exams: Students who have valid reasons for missing either our first or second exam may request to take a make-up exam either prior to or following the exam period. Valid reasons for missing an examination include documented serious personal illness, personal injury, and family emergencies, among others. Students should contact me as soon as possible to schedule (or reschedule) an exam.

Academic Dishonesty:

Please note that Academic Dishonesty is not tolerated at the University of North Texas. When you write in my class, please know that I genuinely want to hear from you (not ChatGPT, a proxy writer, or Google). **It's important that you learn how to hone your writing and express your own ideas while in my class and at UNT; therefore, the use of generative AI software to compose your written assignments is prohibited.** For more information on UNT's policies regarding Academic Integrity, please visit this link: <https://policy.unt.edu/sites/policy.unt.edu/files/06.003%20Student%20Academic%20Integrity.pdf>

To refresh with major holidays and dates in our Academic Calendar, you can refer to the following link: <https://registrar.unt.edu/sites/default/files/fall-2025-academic-calendar-revised-july-2025.pdf>

Reading and Assignment Calendar:

Note: I reserve the right to modify this syllabus as needed in the semester. Each assignment should be prepared in time for the class period on which it is listed. The average amount of reading per class period for narrative poetry is about 35 pages; the average number of sonnets and shorter poems assigned per class period is 8-10; and the average number of Acts assigned per class period is 2. I highly recommend reading the introductory notes for each listed work as well, and I also encourage you all to seek out audio versions of these works on YouTube or Libravox to listen to as you read along.

Unit 1: The Middle Ages (to ca. 1485)

JANUARY

M 12 Introductions and expectations / Syllabus Review

Read:

- “Caedmon’s Hymn,” p. 30
- “The Dream of the Rood,” pp. 33-36

W 14 Read:

- *Beowulf*, lines 1-1650, pp. 37-78

Write:

- Journal Entry 1 on Canvas

M 19 **MLK JR DAY – NO CLASS**

W 21 Read:

- *Beowulf*, lines 1651-3182, pp. 78-109

Write:

- Journal Entry 2 on Canvas

M 26 Read:

- *Le Roman de Tristran*, pp. 140-42
- *Sir Gawain and the Green Knight*, FITT i-ii, pp. 201-26

W 28 Read:

- *Sir Gawain and the Green Knight*, FITT i-ii, pp. 227-56

Write:

- Journal Entry 3 on Canvas

FEBRUARY

M 2 Read:

- Chaucer, *The Canterbury Tales*, “General Prologue,” pp. 261-80

W 4 Read:

- Chaucer, *The Canterbury Tales*, “The Miller’s Prologue and Tale,” pp. 282-97

Write:

- Journal Entry 4 on Canvas

M 9 Read:

- *The Wakefield Second Shepherd’s Play*, pp. 465-94

Write:

- Journal Entry 5 on Canvas

W 11 **Exam 1**

Unit 2: The Early Modern Period (16th-17th Centuries)

M 16 Read and/or listen here:

<https://youtu.be/VikZRcmMFxI?si=d699CdA9knreoH-i>

- Spenser, *The Faerie Queene*,
 - Intro and “A Letter of the Authors,” pp.247-52
 - “Cantos i-ii,” pp. 253-78

W 18 Read and/or listen here:

<https://youtu.be/VikZRcmMFxI?si=d699CdA9knreoH-i>

- Spenser, *The Faerie Queene*,
 - “Canto iii,” pp. 278-89
 - Summaries of Cantos iv-x on <https://socrates.acadiau.ca/courses/engl/rcunningham/227/3/FQ-ReadingAid.html>

Write:

- Journal Entry 6 on Canvas

M 23

Read and/or listen here:

<https://youtu.be/VikZRcmMFxI?si=d699CdA9knre0H-i>

- Spenser, *The Faerie Queene*, “Cantos xi-xii,” pp. 382-406

W 25

Read:

- Sir Thomas Wyatt, Sonnet Selections
 - “Whoso list to hunt,” p. 121
 - “Petrarch, Rima 140,” p. 121
 - “Farewell, Love,” p. 122
 - “I find no peace,” p. 122
 - “My galley,” p. 123
 - “Petrarch, Rima 189,” p. 124
 - “Divers doth use,” p. 124
 - “What vaileth truth?” p. 124
 - “They flee from me,” p. 125
 - “Forget not yet,” p. 128

Write:

- Journal Entry 7 on Canvas

MARCH

M 2

Read:

- Shakespeare, Sonnet Selections
 - 15, “When I consider every thing that grows,” p. 724
 - 18, “Shall I compare thee to a summer’s day,” p.724
 - 73, “That time of year thou may’st in me behold,” p. 729
 - 116, “Let me not to the marriage of true minds,” 734
 - 129, “Th’ expense of spirit in a waste of shame,” p. 735
 - 130, “My mistress’ eyes are nothing like the sun,” p. 736
 - 135, “Whoever hath her wish, though hast thy *Will*,” p. 736

Write:

- Journal Entry 8 on Canvas

W 4

Read:

- Marlowe, “The Passionate Shepherd to His Love” p. 678
- Marlowe, *Doctor Faustus*, Prologue – Scene VI, pp. 679-700

M 9 SPRING BREAK – NO CLASS

W 11 SPRING BREAK – NO CLASS

M 16 Read:

- Marlowe, *Doctor Faustus*, Chorus 2 – Epilogue, pp. 700-715
- “The Two Texts of *Doctor Faustus*,” pp. 716-21

W 18 Read:

- Shakespeare, *Twelfth Night*, Act I - Act II, pp. 739-70

Write:

- Journal Entry 9 on Canvas

M 23 Read:

- Shakespeare, *Twelfth Night*, Act III - Act IV, pp. 771-92

W 25 Read:

- Shakespeare, *Twelfth Night*, Act V, pp. 793-802

Write:

- Journal Entry 10 on Canvas

M 30 EXAM 2

APRIL

W 1 Read:

- Donne, from *Songs and Sonnets*
 - “The Flea,” p. 923
 - “The Good-Morrow,” p. 923
 - “The Sun Rising,” p. 926
 - “The Indifferent,” p. 927
 - “The Canonization,” p. 927
 - “Love’s Alchemy,” p. 932
 - “The Apparition,” p. 935
 - “A Valediction: Forbidding Mourning,” p. 935
 - “The Ecstasy,” p. 936
 - “The Relic,” p. 940

Write:

- Journal Entry 11 on Canvas

M 6 Read:

- Donne, from *Holy Sonnets*
 - 1, "Thou hast made me, and shall thy work decay?" p.960
 - 5, "I am a little world made cunningly," p.961
 - 10, "Death, be not proud," p. 962
 - 11, "Spit in my face ye Jews, and pierce my side," p. 962
 - 14, "Batter my heart, three-personed God," p. 963
 - 18, "Show me, dear Christ, thy spouse," p. 964
- Donne
 - "Good Friday, 1613," p. 965
 - "Hymn to God My God, in My Sickness," p.967
 - "A Hymn to God the Father," p. 968

W 8 Read:

- Lanyer,
 - "Salve Deus Rex Judaeorum," p. 981
 - "Eve's Apology in Defense of Women," pp. 983-85
- Herbert, from *The Temple*
 - "The Altar," p. 1257
 - "Easter Wings," p. 1259
 - "The Collar," p. 1270
 - "The Pulley," pp. 1271-72
 - "Death," p. 1275
 - "Love (3)," p. 1275
- Crashaw,
 - "Steps to the Temple," p. 1295
 - "On the Wounds of Our Crucified Lord," p. 1296

Write:

- Journal Entry 12 on Canvas

M 13 Read:

- Milton, from *Sonnets*
 - "When I Consider How My Light is Spent," p. 1492
 - "Methought I Saw My Late Espousèd Saint," p. 1493
- Milton, *Paradise Lost*, Intro and "Book I," pp. 1493-1514

W 15 Read:

- Milton, *Paradise Lost*, "Book III," pp. 1537-53

Write:

- Journal Entry 13 on Canvas

M 20 Read:

- Milton, *Paradise Lost*, “Book IX,” pp. 1643-68

W 22 Read:

- Bunyan, selections from *Pilgrim’s Progress*, pp. 95-104
- Pope, “An Essay on Criticism,” pp. 490-505

Write:

- Journal Entry 14 on Canvas

M 27 Read:

- Pope, “The Rape of the Lock,” pp. 506-25

W 29 Read:

- Swift, “The Lady’s Dressing Room,” pp. 637-40
- Swift, “A Modest Proposal,” pp. 454-59
- Wortley Montague, “The Reasons that Induced Dr. Swift to Write a Poem Called the Lady’s Dressing Room,” pp. 640-41
- Johnson
 - “The Preface to Shakespeare through *Twelfth Night*,” pp. 806-816
 - “Milton,” pp. 819-25
 - “Pope,” pp. 826-28

Write:

- Journal Entry 15 on Canvas

MAY

M 4 **FINAL EXAM (10AM – 12PM)**