Required Texts:
- *Beowulf*, ed. Bruce Mitchell and Fred C. Robinson
- *A Critical Companion to Beowulf*, ed. Andy Orchard (CCB below)
- Dropbox readings as noted below (DB below)

A translation of *Beowulf* is recommended but not required for checking your work and for getting a sense of the passages as a whole. See my third policy below...

Course Objectives

**TTU Core Curriculum Statement:**

“The objective of the humanities in a core curriculum is to expand the students’ knowledge of the human condition and human cultures, especially in relation to behaviors, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature and philosophy, students will engage in critical analysis and develop an appreciation of the humanities as fundamental to the health and survival of any society.”

Students who successfully complete ENGL 5303 should be able to do the following:
- Discuss the special circumstances of the *Beowulf* MS and its impact on reading the text
- Identify Anglo-Saxon cultural influences of the late tenth and early eleventh century on the poem, including the Viking invasions and the Benedictine Reform
- Analyze traditional heroic themes in context of modern theories of gender, power, and the Other

Course Requirements:

*Student learning will be evaluated as follows:*
- Daily participation and translation (10%)
- One 18-20 page seminar paper, due as noted below (50%)
- An annotated bibliography, due as noted below (20%)
- One 15-20 minute presentation of the day’s lesson, due as noted below (20%)

**Annotated bibliography** – 15-20 sources FROM 2004-2015 that pertain in some way to your topic. A source is a book, an article, or a chapter in a collection; give the complete publication citation and a brief (75-100 word) summary of its argument and conclusions. No online sources are permitted unless they are electronic versions of print sources. You may not use *A Critical Companion to Beowulf*, any of the articles assigned in class, or the example below. An
annotation assumes you have read all the work. A detailed description of the assignment will be given out in the first few weeks of class.

Example:

Notes that previous examinations of the power structure of Heorot focus on reversal, loss of strength, and avoidance of pride, but fail to examine specific events of the narrative, its context, and the role of Wealhtheow. Examines the changes of power in the poem from both a military and sexual viewpoint and argues that the poet signals significant changes in the power structure of Heorot through the use of the words bed, ræst/reste, or a compound including one of these elements.

Policies:
• My door, voicemail, email, etc. is always open. Do not hesitate to seek my counsel.
• This is a graduate course. Attendance is mandatory. Contact me if there is an emergency.
• Academic honesty is expected in your translation and your seminar paper. I do not mind if you consult with each other on hard passages or use a translation to check your work after you have made your own effort at translation, but I expect all major translation work to be your own; you will not learn if you become dependent on outside sources. I reserve the right to ask how you got a certain translation....
• In the essay, all citations of the poem must be in the original with your translation.
• TTU SDS Statement:
  “Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor’s office hours. Please note instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, you may contact the Student Disability Services office at 335 West Hall or 806-742-2405.” I define “as soon as possible” as within two weeks of your first class day. SDS requires instructors to reject letters that are not submitted on SDS letterhead (i.e., no copies – originals only).
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<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Reading 1</th>
<th>Reading 2</th>
<th>Reading 3</th>
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<td>Jan 20</td>
<td>Policies; Introduction to Course; <em>Beowulf</em> 1-63 Scyld and his descendants</td>
<td>BH - Niles, Osborn [Stockwell/Minkova when convenient]</td>
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<td>27</td>
<td><em>Beowulf</em> 64-319 The coming of Grendel; the coast guard</td>
<td>CCB – Chap. 2 (MS and Text)</td>
<td>BH - Bjork/Obermeier, Fulk</td>
<td>DB – Osborn, “The Great Feud: Scriptural History…”</td>
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<td>Feb 3</td>
<td><em>Beowulf</em> 320-528 Beowulf before Hrothgar; Unferth</td>
<td>CCB – Chap. 3 (Style and Structure)</td>
<td>BH – Schaefer, O’Keeffe</td>
<td>DB – Clover, “The Gmc Context of the Unferth Episode”</td>
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<td>10</td>
<td><em>Beowulf</em> 529-745a Beowulf’s preparations; Grendel’s arrival</td>
<td>BH – Andersson, Irving</td>
<td>DB – Fulk, “Afloat in Semantic Space…”</td>
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<td>17</td>
<td><em>Beowulf</em> 745b-979 The fight with Grendel; the celebration at Heorot</td>
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<td>CCB – Chap. 6 (Heroes and Villains)</td>
<td>BH - Hill</td>
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<td>24</td>
<td><em>Beowulf</em> 980-1191 The Finnsburgh episode; Wealhtheow’s speech to Hrothgar</td>
<td>CCB – Chap.4 (Myth and Legend)</td>
<td>BH - Olsen, Lerer</td>
<td>DB - Selections from Damico and Olsen, <em>New Readings on Women in Old English Literature</em></td>
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<td>17</td>
<td>Spring Break - No Classes</td>
<td>Bibliography Due by 5:00 PM 3/13</td>
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<td>Apr 7</td>
<td><em>Beowulf</em> 2153-2342 The attack of the dragon; Beowulf’s address to his men</td>
<td>CCB – Chap. 7 (Words and Deeds)</td>
<td>DB – Selections from Gillian Overing, <em>Language, Sign, and Gender in Beowulf</em></td>
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<td>14</td>
<td>Beowulf 2343-2528 Beowulf’s address to his men (cont.)</td>
<td>DB - Tolkien, “Beowulf: the Monsters and the Critics”</td>
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<td>21</td>
<td><em>Beowulf</em> 2529-2751 Beowulf’s address (cont.); Beowulf attacks the dragon; Wiglaf’s aid; Beowulf’s last words</td>
<td>DB - Enright, “The Warband Context of the Unferth Episode”; Marshall, “Goldgyfan or Goldwlance…”</td>
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<td>28</td>
<td><em>Beowulf</em> 2752-2970 Beowulf’s death; Wiglaf’s rebuke; the Geatish messenger</td>
<td>BH – Clark</td>
<td>DB – Schrader, “Succession and Glory in Beowulf”; Van Meter, “The Ritualized Presentation of Weapons…”</td>
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<td>May 5</td>
<td><em>Beowulf</em> 2971-3182 The Geatish messenger (cont.); Beowulf’s funeral Evaluations</td>
<td>CCB – Chapter 8 (Beyond Criticism?)</td>
<td>BH – Hills</td>
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<td>11</td>
<td>Final Essay Due by 5:00</td>
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General Policy Statement for ENGL 3302, 3372, 3381, 5301, 5303, 5334
Dr. Brian McFadden

1) Remember that it is a student’s job to take responsibility for his or her own education. Many students want to think that they are customers of education, since the customer is always right and should always get what s/he pays for. This is a university, however, not a department store, and I am a professor, not a customer service representative. A better analogy would be that of a patient and doctor; if you don’t follow the doctor's recommendations, you are going to stay sick, and you have to pay the doctor whether or not you get better. The best analogy is the stock market - the more you invest in your education, the more you gain in the long term, but that doesn't mean there won't be some times when your grade and your ego will have to take a short-term hit if you aren’t keeping up on things.

I must give you both an opportunity to take this class and an honest teaching effort; a good grade, you must earn. I will gladly explain my grading to you, but unless it becomes clear TO ME that I have made a major error, I will not change grades without a directive from the department chair or other appropriate university authority. I do not give pluses or minuses for final grades, and I do not round up; 89.9% is a B, for example. Your GPA is your responsibility - if you want to get into professional/graduate school, stay in your extracurriculars, or keep a scholarship, you have to make the effort to raise your grade, not me. Also, I grade on results, not effort, because effort cannot be quantified and is incredibly variable; some people can get A's easily, and others have to struggle for a C. Therefore, "I worked hard – I deserve an A" is not a valid argument.

2) Civility is expected in all discussions. In my classes we deal with some issues about which people disagree, and while I do not expect to be agreed with or to agree with you at all times, I expect to be treated with respect, and in turn I will treat you with respect. Note that disagreement is not equal to disrespect - it is possible to have spirited but respectful disagreement, despite what you see all too often in the media. I also expect students to have this same attitude towards each other; you may not agree with what someone else thinks, but if you can articulate your position politely and back it up, the class will benefit by having a choice of opinions, and you and your classmate both get something new to think about. This applies to office hours, online interaction, and other out-of-class contact as well.

3) Personal attacks of any kind have no place in the classroom; keep your disagreement about the subject matter and not about the personal traits of your classmates. A severe enough infraction may result in dismissal from my classroom, and it may also carry departmental or university penalties; at all costs, avoid discriminatory or harassing comments. See above about mutual respect and about disagreement not being equal to disrespect. This applies to office hours, online interaction, and other out-of-class contact as well.

4) You should have the day’s assignment done when you attend class, and you should only be doing work for my class when you are in my classroom; this requires that you have the text, paper and pen(cil), bluebooks, handouts, and any other materials necessary for this class. If you come to class unprepared, I reserve the right to dismiss you. You are in my classroom to participate in my class, not to do your homework for another class, read the paper, chat with your classmates, make calls, text your friends, play 'Plants vs. Zombies‘ or ‘Candy Crush’, etc. When class starts, everything else should go on hold for its duration, and I expect you to participate fully. Sleeping or other blatant inattention in class is an extreme form of disrespect. If I ask three consecutive questions and get no serious answers, I reserve the right to throw an impromptu quiz that cannot be made up.

5) I presume that most people will stay in this class. However, remember that if you decide to drop or withdraw, you can’t just stop showing up and expect me to give you a W. I will give a W to anyone who formally withdraws from the class online or at the Registrar's Office, but University regulations do not allow me to give you a W unless you have formally withdrawn from the class. If you just stop coming to class without withdrawing, the Banner system will not let me do anything other than fail you at the end of the semester. Be aware of the drop deadline date for each semester. If you do decide to drop, a courtesy email message to inform me would be greatly appreciated so that I can update my records; fear not, I will not send you a nasty reply, but I will thank you for your courtesy. Remember the university's withdrawal policy – students may only withdraw from six classes over their university career, so think carefully about doing so! Also, if you attempt to withdraw in order to avoid an F imposed for academic dishonesty, university operating procedure says that the F will stand.

6) Raise your hand if you have a comment – I will try to get everyone’s comments in order and to give everyone their say. Don't dominate the discussion – I like to hear lots of opinions, and I'm sure your classmates do too, including their own. If I say "Let's hear from someone else," don't be offended; everyone needs to participate, since there is a participation grade in this class. Take it instead as a sign that I acknowledge and appreciate that you are participating.

7) MWF classes run from the hour to fifty minutes after the hour; TTh or MW classes run for eighty minutes, and summer classes run for an hour and fifty minutes. Do not start getting ready to go until I indicate that class is over; it's a pet peeve of mine, and besides, if I make an announcement or someone asks an important question, you won't hear it if you are shuffling
papers, digging through a backpack, etc. Alexander Pope famously said, "'Tis with our judgments as our watches; none / Goes just alike, but each believes his own." To remedy this situation, my watch is the final authority on time in my classroom; I'll try to keep it on my cell phone time, which is generally in synch with the U.S. atomic clock in Colorado.

8) Don't distract your classmates' attention by excessive motion or noise.
   - Most classrooms in this building have the door in the front, so a person walking in late is very conspicuous. A late arrival distracts your classmates and annoys your instructor; avoid tardiness (I count three tardies as an absence). Also, I collect the attendance sheet from the class ten to fifteen minutes into class; if you come in late, see me at the end of class to sign in tardy. Failure to sign the attendance sheet counts as an absence, whether you were there or not!
   - Entering and leaving the room is very distracting. If you have to use the bathroom, get a drink, etc., do it before or after class; do not leave the room without my permission, and do not ask permission to leave unless it is an emergency (what constitutes an emergency is at my discretion).
   - Turn off cell phones, pagers, watch alarms, or anything else that makes noise. If you must have one (you are on call for a job, there is an urgent situation such as pregnancy or family emergency, etc.), set it for silent mode or vibration, and let me know beforehand why you must have it on. What constitutes necessity is at my discretion and I reserve the right to refuse permission. I will keep my phone on for the campus emergency notification system.

9) I have occasionally seen students with pocket knives attached to key rings, in backpacks or purses, etc. While you probably have a good reason for having them and only use them to open bottles, pull corks, trim nails, open letters, etc., be advised that the State of Texas considers them weapons on state property. There is no need to cut anything in my classroom, so please leave them home.

10) It is not my responsibility to contact you to find out why you were absent; it is your responsibility to let me know what happened and to provide appropriate documentation for your absence. Falsifying the attendance sheet or submitting false documentation will be considered academic dishonesty. It is also your responsibility to be aware of your attendance status; my attendance sheet comes around every class period and you are more than welcome to check it. I check the sheet every couple of weeks and will not hesitate to send out a dean's letter if you exceed the allowable unexcused absences; if you have a large number of absences and a good reason, make an appointment to see me (we may be able to work things out). I give a lecture, lead a discussion, run a Powerpoint show, etc., once and only once; you are responsible for getting any announcements and notes from your classmates or the website should you miss class. Also, if you have a reason for an extended absence, let me and your dean know as soon as possible so that we can make arrangements; if you miss four consecutive class days without informing me of your situation, I reserve the right to fail you for the course. (Just think of what your boss would do if you stopped showing up for work without calling in!)

11) You are responsible for knowing what's in this statement, the plagiarism statement, the syllabus, any email I send out, and any other information that I hand out or post on the website, so "I didn't know about it" or "It wasn't on the syllabus" will not be accepted as excuses or defenses. The class schedule on my syllabus is necessarily general, while the website usually has the more specific daily assignments. I usually put most of the paper handouts on the class website, in addition to handing out hard copies on the first day of class.

12) I am more than willing to see you, but unless it is an emergency, it is a bad idea to try to talk to me before or between classes; there may be last-minute preparations or technical issues that I am working on. If my office hours do not match your schedule, make an appointment; I'll work with you as best I can. Also, unless I explicitly give you permission to call me at home or on my cell phone (which is theoretically possible, but which I have never done), do not do so. Email is the best way to get in touch with me - I check frequently; failing that, call my voicemail at 806-834-8033.

13) Technological literacy is expected in this class.
   - I sometimes use email to send out class-wide messages, so check your email frequently; it is your responsibility to know what is going on in your academic life. Every student is automatically assigned an eRaider mail account (yourname@ttu.edu). Banner automatically composes a class mailing list on Lyris; it uses ONLY E-RAIDER ADDRESSES. If you use another ISP, make sure your email program can access your TTU account; due to issues that resulted in ttu.edu accidentally being labeled a spam domain, it is no longer possible to redirect mail from a TTU account to another ISP's account or vice versa.
   - If I allow your class to submit work via email, you may expect me to confirm its receipt within 24 hours. Remember that I am not a machine and occasionally want to do things like sleeping and eating; if you send me email at 6:00 PM or 3:00 AM, you probably will not get an answer until the next day, so please give me time to respond. A mailbox full of "did you get my paper?" messages is a real pain! If you don't get a confirmation email within 24 hours, THEN you
should contact me to make sure that I received your submission; I recommend that you submit any work early enough that you leave yourself a bit of time in case you have to resend it. "It got lost in the network" is not an excuse for late or missing work.

• Many assignments or messages will be delivered via Dropbox or Evernote or the website - I will not accept "I couldn't download it" as an excuse. If you do have download problems, I will try to have my PDF's set early in the semester - bring me a blank CD-R or flash drive and I will give you the assignments that way, or I can email them to you in an emergency (be forewarned, some files are big). Also, if you live off-campus, be aware of how to use the TTU VPN system.

• I have no theoretical objections to you using electronic texts in my classroom via a laptop or tablet or smartphone, but you had better be doing class work on it; the practical concern is that people text, play PvZ or Candy Crush, read email, etc., and stop paying attention to class. You will have the privilege of using electronic devices until people abuse the devices three times; on the third strike, devices are out (and your classmates will know who to thank for it.)

• If your car doesn't work, you call a mechanic, not a carpenter, even though the carpenter knows something about tools. If you are sick, you call a doctor, not a vet, although the vet knows something about illnesses. If you have computer problems, contact Help Central or an IT specialist first and then, if the problem persists, contact me to let me know something is up; I know something about computers, but tech support people know the little ins and outs and quirks of the system better than I do. Only contact me if there is a problem with course content (I forgot to put a PDF in Dropbox, I have the wrong PDF linked, the website is misspelled or unclear, etc.)

14) My participation grade calculation will be based on the points earned for homework, unannounced quizzes, and in-class assignments - the percentage of points you earn divided by the total possible points will be your participation base grade. I may add 1-10 points at my discretion for frequent participators, but your participation grade will not go over 100%. I then assess any penalty for absences - check your syllabus for my calculation method for your particular class.

15) Several times I have had a student in my class get an F for not turning in an essay or skipping the final. All major assignments (defined as essays of any length, response papers, projects, and examinations - see your syllabus for specifics) must be completed to pass the course. Don't let all your work for the course (and your course fee!) go to waste. Also, the Registrar prohibits faculty from giving incompletes to undergraduates without permission of the dean (we are not even able to enter an I on Banner). I do not grant incompletes to undergraduates unless there is a compelling situation beyond your control that precludes completion of your coursework; because poor planning on your part is avoidable, I do not consider it a compelling reason for an incomplete.

Revised January 2015
Plagiarism Statement for ENGL 3302, 3372, 3381, 5301, 5303, 5334  
Dr. Brian McFadden

Instructors assume all work submitted is the student’s original work. Therefore, plagiarism is a severe breach of academic honesty. In the university as a whole, possible penalties range from failure on the work in question to failure in the course. I will not tolerate plagiarism and will fail you for the course.

Plagiarism consists of any of the following:

1) Direct unacknowledged use of another person's words or ideas, i.e., you can't just copy text or ideas from an encyclopedia, a website, a book, an article, or any other source and pass it off as your own - you must, through a footnote\(^1\) or parenthetical citation (Smith 49-50), let the reader know that you have used someone else's ideas or words. All works you cite need to be noted on a "works cited" page at the end. Any direct use of another person's words in your text (an *inline quotation*) "must be enclosed in quotation marks and noted" (Smith 10). "If poetry you wish to quote in brief, / Cite just like this, or else be named a thief" (Smith ll. 101-102). **Note the punctuation in the previous examples; note also that inline poetry citation uses LINE NUMBERS, not page numbers, and a slash to separate poetic lines.**

For quoting larger sections of prose, use a *block quotation*, which looks like this - indented half an inch on both margins, single spaced, and with a parenthetical citation or a footnote at the end. As a general rule, use inline quotations for citations of less than 50 prose words or two lines of poetry; for citations of three or more lines of poetry or 50 prose words or more, use a block quotation. **Note the punctuation at the end of these block quotations. Note that this is not centered, but indented.** (Smith 15)

If poetry you wish to quote at length,  
This method is a tower of quoting strength;  
One line of poet's text per each text line,  
And cite the text after the final line.  
Again, please note, not centered, but indented;  
This way looks nice; the other looks fragmented. (ll. 103-106)

*Improper citation will be held against you;* you may not intend to plagiarize, but instructors can't read your mind, only your writing, and they will have to go with what they see. Also, *one plagiarized paragraph or sentence is all that an essay needs to be failed - plagiarism applies to an essay in whole or in part. If in doubt, cite it.*

2) Unacknowledged paraphrase of another's work - i.e. you can't just take a piece of text and put it into your own words without acknowledging it. That counts as copying an idea. If you're going to spend the time to change someone's words, you might as well write your own and avoid risking your grade.

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\(^{1}\) Terry Smith, *My Book about Plagiarism* (New York: Big Publisher, 2014): 51. This is a fictional example for a book: note author, title, city of publication, publisher, date, and page reference. For an article: Chris Smith, "Defining Plagiarism," *Academic Journal* 50 (2014): 49-50 - in this fictional example, note author, article title, journal title, volume number, date, and page reference. If an article originally from a print source is downloaded from the web, you must also indicate the database from which it came and the date of access (e.g. put “JSTOR. Accessed 8/15/14.” after the reference). For a website: Pat Smith, "How to Avoid Online Plagiarism," Anti-Plagiarism Society (*www.ihateplagiarism.org/articles/smith*), accessed 8/15/14. Note author (if known), article title, the organization sponsoring the website, the COMPLETE URL of the page on which the article occurs, and the date of access. For the most recent updates to scholarly citation methods and for other types of documentation, consult the *MLA Handbook* or the *Chicago Manual of Style.*
3) **Caution!** Having an essay completely or predominantly composed of **acknowledged** quotes with no subsequent development of your own is not plagiarism; however, since the purpose of citation is to give you ideas with which you subsequently engage (agree but take farther, refute, clarify, etc.), failure to engage with the ideas may cause your grade to suffer.

4) **Self-plagiarism:** It may seem like an oxymoron (how can one steal from oneself?), but it is not automatically acceptable to turn in work for which one has already received credit in a different class, or for turning in the same paper in two different concurrent classes. A paper generally only gets credit once. If there is going to be any overlap, be sure to consult with the instructors of both classes; they will probably insist on two substantially different papers (and will probably compare notes on what you submit), and while it may be more work for you, would you rather have two times the work or two F’s?

5) **Turning your paper over to another person for wholesale or partial revision.** If someone else does your work for you, in whole or in part, it is technically collusion, not plagiarism, but it is still considered academic dishonesty and grounds for failure. Revision needs to be handled carefully because it can leave you open to charges of having someone else do your work. With respect to revision for content, it is OK to ask someone if a paragraph or a sentence or your essay’s main point makes sense, as long as you fix it up yourself; it is not OK to ask someone, “Could you fix it up for me?” Learn to reread your own writing with a critical eye. With respect to proofreading for grammar and mechanics, correct your own work! *The Chicago Manual of Style* is one of the best references available, but any good grammar reference should help. If the instructor allows a group workshop session or other collaborative effort, you should help the group members learn to revise and proofread their own work; don't correct it for them. In general, if the instructor doesn't explicitly say collaboration is allowed on an assignment, don’t assume that it is.

6) **Common knowledge - names, dates of events, etc. - need not be referenced, but any use of texts that give common knowledge must be cited if your use of those texts goes beyond common knowledge.** For example, if Bobby Smith notes that Columbus reached the New World in 1492, that is considered common knowledge because you can find that information in many sources. However, if you mention any particular fact or idea or argument about Columbus that you would have to read Smith to know and couldn’t find anywhere else, then you need to cite it.

7) **You may present ideas from class discussion as your own if thought and conviction have made them your own.** (As much as I like to see my name in print, you need not keep saying "Dr. McFadden, class notes" in your essays!) If you are unsure about how to deal with an idea in your essays, consult your instructor.

8) **Avoid online "research assistance" websites** - they are barely legal and rarely ethical (or even accurate), and besides, we instructors can use a computer too; if something appears suspicious, we know where to look. Also, who is more likely to sell their paper to a "research site" - the A student or the C student? Most of the stuff you download or copy is either terrible or sticks out like a sore thumb, or both. Save your time, money, and reputation - be honest and do your own work.

*When in doubt, consult your instructor!*

*Revised January 2015*