

## Term Information

Effective Term Spring 2022  
*Previous Value* Summer 2012

## Course Change Information

### What change is being proposed? (If more than one, what changes are being proposed?)

The Center for Medieval and Renaissance Studies would like to request approval to offer MEDREN 4504 in Distance Learning format during the Spring 2022 term (and potentially again in future semesters).

### What is the rationale for the proposed change(s)?

The instructor proposes to enhance the pedagogical efficacy of the course and also open up its availability to a wider audience by offering it 100% online.

Online course offerings will continue to be crucial to some students in SP22 as the pandemic wanes; at the same time, online (especially asynchronous) courses also invite increased enrollments from students who are juggling work and family obligations, who are enrolled at the regional campuses, and who have mobility issues that make attending in-person classes on the Columbus campus a formidable challenge.

### What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

There should be no wider programmatic implications (except hopefully increased enrollment by those who might not be able to enroll in an in-person or synchronous offering).

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area	Medieval & Renaissance Studies
Fiscal Unit/Academic Org	Center-Medieval & Ren Studies - D0505
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	4504
Course Title	The Arthurian Legends
Transcript Abbreviation	Arthurian Legends
Course Description	The medieval tales of King Arthur's court and the Knights of the Round Table in history, myth, literature, art, and music.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 12 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance Greater or equal to 50% at a distance
<i>Previous Value</i>	No

**COURSE CHANGE REQUEST**  
4504 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
09/14/2021

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Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

## **Prerequisites and Exclusions**

Prerequisites/Corequisites	Prereq: 6 cr hrs in literature.
Exclusions	
<a href="#">Previous Value</a>	Not open to students with credit for Medieval 504
Electronically Enforced	No

## **Cross-Listings**

Cross-Listings

## **Subject/CIP Code**

Subject/CIP Code	30.1301
Subsidy Level	Baccalaureate Course
Intended Rank	Sophomore, Junior, Senior

## **Requirement/Elective Designation**

The course is an elective (for this or other units) or is a service course for other units

## **Course Details**

Course goals or learning objectives/outcomes	<ul style="list-style-type: none"><li>• Interdisciplinary appreciation of history and culture of the medieval world</li><li>• Critical thinking skills</li><li>• Use of primary and secondary sources in reading and research.</li><li>• Self-expression and sharpened communication skills through papers and exams</li></ul>
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**Content Topic List**

- Medieval
- Arthurian
- Poetry
- Romance
- Culture
- Literature
- Art
- Chivalry
- Religion
- Courtly Love
- England
- France
- Germany
- Europe
- Christianity
- Mallory
- Chretien de Troyes
- Film
- Music

**Sought Concurrence**

No

**Attachments**

- MEDREN\_4504 - asc\_distance\_approval\_cover\_sheet-SP2022.docx: ASC DL approval cover sheet  
*(Cover Letter. Owner: Spitulski, Nicholas M)*
- MEDREN 4504 Syllabus - SP2022.docx: draft SP22 syllabus  
*(Syllabus. Owner: Spitulski, Nicholas M)*
- original1.Syllabus SP2016.docx: copy of previous in-person syllabus  
*(Syllabus. Owner: Spitulski, Nicholas M)*

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Spitulski, Nicholas M	08/16/2021 04:18 PM	Submitted for Approval
Approved	Lockett, Leslie Claire	08/16/2021 05:01 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/14/2021 11:27 AM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/14/2021 11:27 AM	ASCCAO Approval

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# SYLLABUS

## MRS 4504

Arthurian Legends  
Spring 2022 (full term)  
3 credit hours  
Online

### COURSE OVERVIEW

#### Instructor

Instructor: Professor Karen Winstead  
Email address: [winstead.2@osu.edu](mailto:winstead.2@osu.edu)  
Zoom office hours: Tuesdays 2-3:30 and by appointment

#### Prerequisites

Six credit hours in literature; not open to students with credit for Medieval 504.

#### Course description

In this course, you will explore the Arthurian tradition that flourished during the Middle Ages, from the first references to Arthur in early medieval chronicles and elusive Celtic poems through Malory's epic *Morte Darthur*. You will encounter the wild and crazy heroes of Welsh romance and the earliest incarnations of characters who remain a part of our popular culture, such as Merlin, Lancelot, Gawain, Guinevere, and Morgan le Faye. Though our focus is medieval texts, we will also look at the ongoing modernization of Arthurian characters, stories, and themes in literature, games, and film, and we will explore the use of Arthurian materials in contemporary conversations about race, gender, sexuality, and a host of other issues.

#### Course learning outcomes

By the end of this course, students should successfully be able to:

- Explain the origin and development of major characters and themes of Arthurian legend.

- Analyze and interpret Arthurian stories in word and image.
- Identify the social, political, and cultural conditions that gave rise to Arthurian legends and propelled their transformation over time.
- Evaluate the varied (ab)uses of Arthurian materials in politics and popular culture today.
- Use Arthurian materials to think about issues that matter to you.

## HOW THIS ONLINE COURSE WORKS

**Mode of delivery:** This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

This course replicates a recurring pattern of Arthurian romance: Knights set out from Camelot on a quest. They have a series of adventures. Once they “achieve” their quest, they return to Camelot and share their experiences. Their stories are duly recorded, and the Camelot champions move on to their next quest.

Each week of this course *you* will embark on a quest whose theme and details are announced in the module for the week. You will achieve your quest by:

- 1) Mastering the material conveyed in the readings and video lectures for the week.
- 2) Asserting your mastery of the material by taking a Carmen quiz.
- 3) Completing a series of challenges relayed in the weekly module—you may be sent on a fact-finding or artefact-gathering mission or you may be asked to solve a puzzle or two based on the readings. You will always be asked to reflect, in a paragraph or two, on an interpretive crux raised by the week’s reading.
- 4) Sharing and discussing your reflections on the crux of the week with members of your discussion board.
- 5) Submitting a write-up of your adventure to Carmen.

The weekly modules will be available every Sunday by noon. At that time, I’ll also upload to Carmen a short video check-in, reflecting on your achievements of the past week, answering any questions that have arisen on your boards and write-ups, previewing the week to come.

You will have until Thursday at noon to make your initial post to your discussion board and all day Friday to engage in discussion on the board. You have until Saturday at midnight to take the weekly quiz and submit your write-up.

**Credit hours and work expectations:** This is a **3-credit-hour course**. According to Ohio State policy ([go.osu.edu/credithours](http://go.osu.edu/credithours)), students should expect around 3 hours per week of time spent on direct

instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

**Attendance and participation requirements:** Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK**  
You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions: OPTIONAL**  
All live, scheduled events for the course, including my office hours, are optional.
- **Participating in discussion forums: 2+ TIMES PER WEEK**  
As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics.

## COURSE MATERIALS AND TECHNOLOGIES

### Textbooks (available through the OSU Bookstore)

Required for everyone:

- *The Romance of Arthur*, ed. Norris J. Lacy and James J. Wilhelm (Routledge)

ONE of the following:

- *Legendborn*, a novel by Tracy Deonn (2020)
- *Sword Stone Table: Old Legends, New Voices*, a collection of short stories, edited by Swapna Krishna and Jenn Northington (Vintage Books, 2021)
- *Arthurian Things: A Collection of Poems*, by Melissa Ridley Elmes

### Course technology

#### Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at [ocio.osu.edu/help/hours](https://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** [ocio.osu.edu/help](https://ocio.osu.edu/help)
- **Phone:** 614-688-4357(HELP)
- **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)
- **TDD:** 614-688-8743

## Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen ([go.osu.edu/canvasstudent](https://go.osu.edu/canvasstudent))
- CarmenZoom virtual meetings ([go.osu.edu/zoom-meetings](https://go.osu.edu/zoom-meetings))

## Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

## Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at [go.osu.edu/office365help](https://go.osu.edu/office365help).

## Carmen access

You will need to use BuckeyePass ([buckeyepass.osu.edu](https://buckeyepass.osu.edu)) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions ([go.osu.edu/add-device](https://go.osu.edu/add-device)).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application ([go.osu.edu/install-duo](https://go.osu.edu/install-duo)) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

# GRADING AND FACULTY RESPONSE



## How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Weekly Carmen quizzes	20
Weekly quest write-ups	25
Weekly discussion	25
Final project	20
Final cumulative quiz	10
Total	<b>100</b>

*See course schedule below for due dates.*

## Descriptions of major course assignments

**Quizzes:** I've designed the weekly open-book/open-notes Carmen quizzes to help you learn by reinforcing essential material and key ideas. The "mastery checks" embedded in the modules will alert you to points that you should know in order to succeed on the quizzes. By successfully completing the quizzes you will demonstrate your mastery of the material we cover. Each quiz will have 10 questions and you will have 8 minutes to complete it. If do the readings, viewed the lectures, and completed the mastery checks. you should score well. (If you do all that and still struggle to do well, by all means contact me for extra help!) Quizzes will be due every Saturday by midnight.

The best way to appreciate literature is to think with it and talk about it. The weekly quests and discussions are designed to help you engage the material and each other.

**Quests:** Each week you'll embark on a quest, consisting of a series of short activities/adventures designed to deepen your appreciation of the material we're covering that week. Quests may involve fact-finding or artifact-gathering missions, puzzles to solve, characters to analyze, or thorny moral conundrums to ponder. They will always challenge you to reflect on an interpretive crux raised by the reading. You'll submit your findings to Carmen by midnight Saturday.

**Weekly Discussion:** In order to foster community and stimulate lively discussion, I'll divide you into cohorts of 6-8 at the beginning of the semester. Members of your cohort will be your

discussion colleagues for the duration of the semester. Each cohort will have its own discussion board.

On your weekly discussion board, you'll share your thoughts on the crux for the week (and anything else you'd like to discuss). By noon on Thursday, post your initial thoughts on the crux (about 100-150 words).

Use Friday to respond to each other's posts. I hope to see lively discussion happening within your groups—ask and answer questions. At minimum, you need to post two *substantive* responses to your colleagues. By substantive, I mean a post that goes beyond simple "I (dis)agree" to reflect on a post, to critique it (politely and constructively), or to extend the ideas it sets forth. Feel free to give praise (for example, "I love this idea!")—everybody loves appreciation—but make sure to offer at least two substantive posts. If somebody asks you a question, be sure to answer it! And please look out for each other and make sure everybody receives some feedback—there's nothing more demoralizing than feeling like nobody is listening.

**Final Project:** Your final project will put the medieval texts you've been studying in conversation with the present. You will choose one recent incarnation of the legend: Tracy Deonn's *Legendborn*, Melissa Elmes's *Arthurian Things*, or the stories comprising *Sword Stone Table*. Detailed instructions will be provided on Carmen, but your project will consist of 7-10 pages (2000-3000 words) and three parts: an explication of how your chosen work appropriates medieval Arthuriana, a creative response to the work you've chosen, and a reflection on the future of the Arthurian legend.

**Final Cumulative Quiz:** Your final exam will be an open-book/open-notes cumulative Carmen quiz consisting of 20 questions; you'll have 20 minutes to complete the quiz.

## Late assignments

The deadlines are designed to facilitate and reward consistent engagement with the material over the course of the semester. Write-ups of your weekly quests should be uploaded to Carmen and weekly quizzes taken every Sunday by midnight ET. While I cannot extend the time for participating in discussion board, if you need an occasional extension of another deadline, there won't be a problem. Just let me know ahead of time.

There are in any semester students coping with big issues that require some relaxation of deadlines and normal policies. **If you are dealing with a crisis that requires a significant adjustment of the timeline on this syllabus, please reach out and I will do my best to accommodate you. I'm here for you.**

## Grading scale

93-100: A

90-92: A-

88-89: B+  
83-87: B  
80-82: B-  
78-79: C+  
73-77: C  
70-72: C-  
68-69: D+  
63-67: D  
below 62 : E

## Instructor feedback and response time

- **Grading and feedback:** You can expect to receive grades and feedback for all assignments within a week of submission.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university.**

## OTHER COURSE POLICIES

### Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

### Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the university’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page ([go.osu.edu/coam](http://go.osu.edu/coam))
- Ten Suggestions for Preserving Academic Integrity ([go.osu.edu/ten-suggestions](http://go.osu.edu/ten-suggestions))

## Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: <https://contactbuckeyelink.osu.edu/>

Advising resources for students are available here: <http://advising.osu.edu>

## Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu)

## Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

## Land Acknowledgement

I acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

## Your mental health

As a student you may experience a range of issues that can cause barriers to learn, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at [go.osu.edu/ccsondemand](https://go.osu.edu/ccsondemand). You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](https://suicidepreventionlifeline.org). The Ohio State Wellness app is also a great resource available at [go.osu.edu/wellnessapp](https://go.osu.edu/wellnessapp).

## ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

### Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

## Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility ([go.osu.edu/canvas-accessibility](http://go.osu.edu/canvas-accessibility))
- Streaming audio and video
- CarmenZoom accessibility ([go.osu.edu/zoom-accessibility](http://go.osu.edu/zoom-accessibility))
- Collaborative course tools

## COURSE SCHEDULE

### Weekly Assignment Deadlines:

**Noon Thursday:** Initial posts to discussion board

**Midnight Friday:** Discussion boards close

**Midnight Saturday:** Take quiz and submit quest write-up to Carmen

Week	Dates	Topics & Readings
1	Jan 10-15	Introduction to the Arthurian World
2	Jan 16-22	Welsh Arthuriana Read: <i>Romance of Arthur (ROA)</i> , 9-27
3	Jan 23-29	Geoffrey of Monmouth: (Re)Inventing Merlin & Arthur Read: Extracts from the <i>History of the Kings of Britain</i>

Week	Dates	Topics & Readings
		(ROA, 58-87)
4	Jan 30-Feb 5	<b>Courtly Love and the Romance of Adultery</b> Read: Lyrics of Bernart de Ventadorn (ROA, 216-20) Read: Bérout, <i>The Romance of Tristan</i> (ROA, 236-81)
5	Feb 6-12	<b>Chrétien de Troyes &amp; the Religion of Love</b> <b>Fathers &amp; Sons</b> Read: Chrétien, <i>Knight of the Cart</i> (ROA, 112-80)
6	Feb 13-19	<b>Women seeking Men</b> Read: Marie de France, <i>Lanval</i> (ROA, 298-314)
7	Feb 20-26	<b>Romancing Race &amp; Religion</b> Read: <u>Wolfram von Eschenbach, <i>Parzival</i></u> , 32-56
8	Feb 27-Mar 5	<b>The Legend of the Grail</b> Read: <u>Wolfram von Eschenbach, <i>Parzival</i></u> , 57-140
9	Mar 6-12	<b>Grail Traditions, Medieval and Modern</b> Read: Excerpt from <i>The Quest for the Holy Grail</i> (ROA 206-216) Watch: <i>Indiana Jones and the Last Crusade</i> OR <i>The Fisher King</i> (content warning: mass shooting)
10	Mar 13-19	SPRING BREAK
11	Mar 20-26	<b>Sir Gawain: Romance, Game, Film</b> Read: <i>Sir Gawain and the Green Knight</i> (ROA, 409-75)
12	Mar 27-Apr 2	<b>Thomas Malory Epic of Arthur</b> Read: Malory, <u><i>Morte Darthur, Book 1</i></u>
13	Apr 3-9	<b>Malorian Misadventures</b> Read: Malory, <u><i>Morte Darthur, Book 3</i></u>
14	Apr 10-16	<b>Lancelot Redux</b> Read: Malory, <u><i>Morte Darthur, Book 6</i></u>
15	Apr 17-24	<b>Arthuriana in the twenty-first century</b> Read ONE of the following: <i>Legendborn</i>

Week	Dates	Topics & Readings
		<i>Sword Stone Table</i> <i>Arthurian Things</i>



MRS 4504

Professor Karen Winstead  
W/F 11:10-12:30, MacQuigg Lab 162

Office Hours: M 10:30-noon; W 2:00-4:30  
Denney 532, email: [winstead.2@osu.edu](mailto:winstead.2@osu.edu)

### Arthurian Legends

Jan 13 Introduction

Jan 15 Arthur in the Welsh Tradition  
Read: "Culhwch and Olwen" (33-57)

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Jan 20 Take Quiz 1 by 10:10 AM  
Geoffrey of Monmouth: Reinventing Merlin  
Read: Extracts from Geoffrey of Monmouth, *History* (62-87)

Jan 22 Geoffrey of Monmouth, King Arthur's first "biographer"

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Jan 27 Take Quiz 2 by 10:10 AM  
Courtly Love & the Romance of Adultery  
Read: Béroul, *The Romance of Tristran* (238-81)

Jan 29 Introduction to Chrétien de Troyes, "Father" of Arthurian Romance,  
Champion of Marital Love (?) and Inventor of Lancelot

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Feb 3 Take Quiz 3 by 10:10 AM  
Representing Guinevere  
Read: Chrétien de Troyes, *Lancelot, or the Knight of the Cart* (114-80)

Feb 5 Fathers and Sons in "The Knight of the Cart"

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Feb 10 Take Quiz 4 by 10:10 AM  
The Grail: "Which is it?"  
Read: Selections from Chrétien de Troyes and Wolfram von  
Eschenbach (181-206)

Feb 12 The Grail: Cup of Christ  
Read: Selections from the Vulgate Cycle (207-14)

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Feb 17 Take Quiz 5 by 10:10 AM  
Modern Grails: *The Fisher King* (Dir. Terry Gilliam, 1991)

Feb 19 Modern Grails, cont.: *Monty Python and the Holy Grail*  
(Dir. Terry Jones, Terry Gilliam, 1975)  
*Indiana Jones and the Last Crusade* (Dir. Steven Spielberg, 1989)

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Feb 24 Take Quiz 6 by 10:10 AM  
Sir Gawain  
Read: *Sir Gawain and the Green Knight*, parts 1-2 (411-39)

Feb 26 *Sir Gawain and the Green Knight* and its "Revision," *The Green Knight*  
Read: *Sir Gawain and the Green Knight*, parts 3-4 (440-75)

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March 2 Take Quiz 7 by 10:10 AM  
Gawain and Arthur  
Read: *The Wedding of Sir Gawain and Dame Ragnelle* (479-500)

March 4 **NO CLASS: MIDTERM ESSAY DUE IN CARMEN DROPBOX BY 10 PM**

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March 9 Merlin: From Engineer to Enchanter  
Read: Extracts from the *Prose Merlin* and *Suite du Merlin* (325-75)

March 11 Introduction to Malory; begetting & making a King  
Read: *Morte Darthur*, 3-32

### March 14-18: Spring Break

March 23 Take Quiz 8 by 10:10 AM  
Knightly (mis)adventures  
Read: *Morte Darthur*, 33-81

March 25 Lancelot  
Read: *Morte Darthur*, 95-119

\*\*\*

March 30 Take Quiz 9 by 10:10 AM  
Sir Gareth of the Fair Hands  
Read: *Morte Darthur*, 120-39

April 1 Gareth, cont.  
Read: *Morte Darthur*, 139-68

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April 6 Take Quiz 10 by 10:10 AM  
Malory's Tristram  
Read: *Morte Darthur*, 169-96, 281-303

April 8 Malory, *The Tale of Sir Lancelot and Queen Guenivere*  
Read: *Morte Darthur*, 403-44

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April 13 Take Quiz 11 by 10:10 AM  
Guinevere at Stake  
Read: *Morte Darthur*, 445-89

April 15 Arthur's Fall  
Read: *Morte Darthur*, 489-527

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April 20 Take Quiz 12 by 10:10 AM  
Presentations I

April 22 Presentations II & Pizza

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April 27 **In-Class Malory essay**

April 29 Take cumulative objective quiz by 10 PM

### **Required Textbooks:**

*The Romance of Arthur*, ed. Norris J. Lacy and James J. Wilhelm (Routledge)  
*Sir Thomas Malory, Le Morte Darthur*, ed. Helen Cooper (Oxford)

## Course Requirements

Weekly Carmen quizzes (20%) and a cumulative quiz (10%), a midterm (20%), a final in-class essay (20%), a final project (20%) and a midterm report on your project (10%).

Open-book/notes quizzes on the lectures for each week will be posted on Carmen. The quizzes will usually have 10 questions, and you will have 8 minutes to complete each quiz. You must complete each quiz by 10:30 on Wednesday morning. Each quiz will be activated at least 24 hours before its deadline. There will be no make up quizzes, but your lowest 2 scores will be dropped when computing your quiz grade. **A final, cumulative, quiz must be completed by 10 PM on the day of the final exam.**

**Project:** On the first day of class, you will be given a major Arthurian character, object, or place; your project will be to become an expert on your topic by supplementing the knowledge gained through lectures with your own research. Before spring break, you must schedule a 10-15 minute meeting with me to report on your progress and discuss what form your final project should take. Your final project, due during the last week of class, may be a research or analytical paper, an artistic work, or a presentation to the class (papers should be about 2000 words; presentations 10-15 minutes).

**Essay:** Choose a theme or character in Malory's *Morte Darthur* and compare Malory's treatment of it with the treatment it receives in one or more texts that we studied earlier in the semester.

The PowerPoint slides for the lectures will NOT be posted online; however, if you wish to review any of them, you are welcome to come to my office hours.

Accommodation for disabilities: The Office for Disability Services, located in 150 Pomerene Hall, offers services for students with documented disabilities. Contact the ODS at 2-3307.

Research tutoring: Leila Ben-Nasr is the Research Tutor for OSU Libraries. Leila is available to help students at any stage of their research. She is available for tutoring sessions at the Writing Center located in Thompson 120, behind the Thompson Library reference desk. Her hours are Mondays, Tuesdays, and Wednesdays from 1PM-3PM and 4PM-6PM, and on Thursday from 1PM-3PM. All sessions are walk-in. Leila can be reached at [ben-nasr.1@osu.edu](mailto:ben-nasr.1@osu.edu).

Plagiarism: Plagiarism is the representation of another's works or ideas as one's own. It includes the unacknowledged word-for-word use and/or paraphrasing of another person's work, and/or inappropriate, unacknowledged use of another

person's ideas. All cases of suspected plagiarism will, in accordance with university rules, be reported to the Committee on Academic Misconduct.

Course Evaluations: OSU will ask you to complete online evaluations near the end of the quarter. Please do so. Your comments about what worked and what didn't and your suggestions will be much appreciated and will influence future iterations of this course.

# Distance Approval Cover Sheet

## For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title: **MEDREN 4504 - The Arthurian Legends**

### Carmen Use

Please consider using [ASC's distance learning course template](https://teaching.resources.osu.edu/teaching-topics/carmen-common-sense-best-practices). For more on use of Carmen: <https://teaching.resources.osu.edu/teaching-topics/carmen-common-sense-best-practices>

A Carmen site will be created for the course, including a syllabus and gradebook at minimum. **Yes**

If no: Enter additional details if you responded no...

### Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them. **Yes**

Syllabus is consistent and is easy to understand from the student perspective. **Yes**

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module. **Yes**

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them. **N/A**

Additional comments (optional):  
Enter any additional comments about syllabus...

### Instructor Presence

For more on instructor presence: <https://teaching.resources.osu.edu/teaching-topics/online-instructor-presence>

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

- Regular instructor communications with the class via announcements or weekly check-ins
- Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor
- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions
- Regular opportunities for students to receive personal instructor feedback on assignments



Please comment on this dimension of the proposed course (or select/explain methods above):

When students enter the Carmen course site, they will see the instructor's introductory video, then go to the syllabus page, which will feature a video on how the course works (kinds of assignments, weekly expectations, etc.) Each weekly module features instructor-produced lecture video, and the instructor will also be conducting weekly check-ins to reflect on what the students have accomplished during the previous week and to comment on what lies ahead. The instructor will be providing weekly feedback on students' assignments, including their weekly discussion contributions and write-ups. The instructor will hold weekly Zoom office hours and will also be available to Zoom by appointment and via email. The instructor replies to emails within 24 hours.

## Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: <https://teaching.resources.osu.edu/toolsets>

The tools used in the course support the learning outcomes and competencies. **Yes**

Course tools promote learner engagement and active learning. **Yes**

Technologies required in the course are current and readily obtainable. **Yes**

Links are provided to privacy policies for all external tools required in the course. **N/A**

Additional technology comments:

**N/A**

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

The course will be offered entirely asynchronously.

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:

Enter comments...

## Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#)

Course credit hours align with estimated average weekly time to complete the course successfully. **Yes**

Course includes direct (equivalent of "in-class") and indirect (equivalent of "out-of-class") instruction at a ratio of about 1:2. **Yes**

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

In a typical week, students will be reading 50-150 pages, and they will be completing a series of short writing assignments associated with the assignments; the combined reading/writing activities should take the typical student about six hours to complete satisfactorily. Every week, there will be two hours of video lectures or other forms of faculty instruction. Discussion board participation will require about an hour.



In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes. **Yes**

## Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#)

Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate. **Yes**

Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included. **Yes**

Description of any anticipated accommodation requests and how they have been/will be addressed.  
Enter comments...

Additional comments:  
Enter any additional comments about accessibility...

## Academic Integrity

For more information: <https://go.osu.edu/teaching-resources-academic-integrity>

The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment: **Yes**

Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating: **Yes**

Additional comments:

## Frequent, Varied Assignments/Assessments

For more information: <https://teaching.resources.osu.edu/teaching-topics/designing-assessments-student>

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation
- Variety of assignment formats to provide students with multiple means of demonstrating learning
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments



Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

This course requires various activities. Every week, students will take an open books/notes Carmen quiz, engage in short research and interpretive activities associated with the readings, and discuss the material for the week with colleagues on discussion boards. They will take a cumulative final exam (open books/open notes on Carmen). Their final project combines analysis and research with creativity and reflection. Throughout the course, students are challenged to think about how the medieval literature they are reading relates to their own world.

## Community Building

For more information: <https://teaching.resources.osu.edu/teaching-topics/student-interaction-online>

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution)

Please comment on this dimension of the proposed course (or select methods above):

In order to foster community and stimulate lively discussion, students will be divided into cohorts of 6-8 at the beginning of the semester. Each cohort will have its own discussion board and will (ideally) stay together for the entire semester. Students will share their interpretations of controversial issues or work together on a research or close reading challenge. Instructor will share what's been happening across cohorts in her weekly video check-in.

## Transparency and Metacognitive Explanations

For more information: <https://teaching.resources.osu.edu/teaching-topics/supporting-student-learning-your>

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course
- Context or rationale to explain the purpose and relevance of major tasks and assignments
- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting

- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress
- Opportunities for students to provide feedback on the course

Please comment on this dimension of the proposed course (or select methods above):

The home page of the Carmen course site will include a welcome video explaining how the course is set up. The weekly Carmen modules will provide students with all the information they need to complete that week's activities. Readings will be indicated. Video lectures and PDFs will be embedded. Links to the quizzes and discussion boards will be provided. Where films are assigned, links to the films will be provided in the Module. Each week includes activities that encourage students to think both creatively and analytically about the readings. Low-stakes weekly activities are designed to keep students engaged in the course and also to encourage them to take intellectual risks, to not merely learn the material but to own it. The final project allows students considerable latitude in both subject matter and approach and includes components that require analytical and creative writing and reflection.

## Additional Considerations

Comment on any other aspects of the online delivery not addressed above:

**The course syllabus is clear and contains all required syllabus elements. This course seems to be an especially well-designed, engaging, asynchronous class ("weekly quest" format, small discussion cohorts, very clear class discussion expectations).**

**Syllabus and cover sheet reviewed by Jeremie Smith on 8/16/2021**

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.