

Geoffrey Chaucer's *The Canterbury Tales*
Tell Your Own Tale
London, 2-week midsummer CCSA Course
Saturday, July 7 – Saturday, July 21, 2018

Instructor: Professor Kathleen Buttermore

Office: Moonraker Point

Phone: 330-489-0810 (cell)

Geoffrey Chaucer's *The Canterbury Tales* Tell Your Own Tale 3 semester hours

Ever wanted to take a pilgrimage? For the two-week course in London, the class will study selected stories from Chaucer's *The Canterbury Tales* and learn the art of storytelling. Using the *Tales*, you will experience your own pilgrimage and learn how to construct and tell your own tale, oral, written, and visual. Students will begin by telling their own tale, introducing themselves to the class. As we study selected stories from "The Wife of Bath," "the Miller," "The Knight," and others, we will use literary analysis and reader-response to explore the tale within the tale, narrative, cultural, and historical aspects. We will make the pilgrimage to Canterbury. The course will focus on the themes of the uniqueness of human beings, marriage and family, and human culture and its development. Create your own tale, based on your pilgrimage. The winner judged to have the best tale will win a free meal.

Education Outcomes

- Students will learn and apply reader/response interpretation, and apply critical writing, and speaking strategies, studying selected *Canterbury Tales*.
- The use of technology, creating the video/blogs, will assist in collating sound, visual, and oral documentation of the students' progress through their pilgrimage experience.
- Class discussion and the essay research paper will provide competency in accessing, comprehending, analyzing, researching and documenting information.
- Students will utilize *The Canterbury Tales* to study the art of storytelling. Documenting their own experiences in modern day London and Canterbury, juxtaposed with the time Chaucer lived, will assist them in understanding what Chaucer wanted to illustrate about people and society during his time and use this to create their own twenty-first century pilgrimage and tale

Resources

Students should bring an iPhone or iPad, or camera, with the ability to have sound recorded, so they can take pictures and make videos of their pilgrimage progress, to fulfill the on-line submissions of the four video/blog assignments.

Other resources students should bring is a small notebook to record lectures and discussions and to take notes on their reflections. The two written journal assignments and the written version of the final exam can be submitted as hard copies or uploaded as Word documents to the course website.

Texts and Online Resources

"The Canterbury Tales" by Geoffrey Chaucer. The Gutenberg Project. "Free ebooks by Project Gutenberg." 6 October 2016. <http://www.gutenberg.org/ebooks/23722>. Web. 18 October 2016.

The Canterbury Tales, online, audio and text versions.

The Chaucer Review. Penn State University Press. n.d. http://www.psupress.org/journals/jnls_chaucer.html. Web. 18 October 2016.

Established in 1966, *The Chaucer Review* is the one of the best resources for articles and critical analysis. Penn State allows for online access through JSTOR and Project Muse.

Kokbugur, Sinan (ed.). "The Canterbury Tales and Other Works by Geoffrey Chaucer." 1997.

<http://www.librarius.com>. Web. October 18, 2016. *The Canterbury Tales*, online, side-by-side Medieval and Modern English translations.

Students can upload one of the on-line resources for the readings. They will be available on the course's website for downloading, and Professor Buttermore will provide printed copies of the assigned readings.

Readings

***The Canterbury Tales*- assigned readings** (Pre-reading before you go to London strongly suggested.)

<i>The Prologue</i>	lines 1 – 42;
The Knight	lines 43 – 78;
The Wife of Bath	lines 447 – 478;
The Miller	lines 544 – 568;
The Pardoner	lines 671 – 716;
The Rules of the Game and the Agreement	lines 786 – 823

The Tales

"The Knight's Tale" Part 2	lines 497 – 1022
"The Wife of Bath's" Prologue and Tale	lines 1 – 862
"The Pardoner's" Prologue and Tale	lines 1 – 682
"The Miller's" Prologue and Tale	lines 1 – 767

The reader/response approach to studying literature will be used to create a focus for reading, discussion, and critical thinking and interpretation.

- A. We will be examining the medieval culture through the selected Tales.
- B. We will be touring London and Canterbury and examining modern culture.
- C. Classes will be held on-site, at various locations throughout London and Canterbury.

- D. The students must make their own pilgrimage, and assignments are designed to promote this, the four storytelling assignments.
- E. We will have a professional storyteller come talk to the class, take us on a storytelling tour of parts of London, and the person will also talk about the art of storytelling. The focus will be on how storytelling, as an art, promotes the person and culture.

Schedule

Sat., July 7 – Sat., July 21, 2018

By Mon., July 2, 2018	Upload Storytelling #1 Introduce Yourself Video Blog YouTube to course ECN and/or Facebook account	All students must access each person's posting of Introduce yourself and submit one hello and positive response.
Sat., July 7	Cincinnati Airport	Fly to London Check in at Moonraker Point
Sun., July 8	Get to know each other supper	The Medieval Feast 6 p.m. The Ivory House
Week 1		
Mon., July 9	Class 9 a.m. – noon; Classroom: Moonraker Point Time on your own to explore after class.	9:00 – 9:30 a.m. Chaucer- life history, time line; Culture and politics of the time background 9:30 – 10 a.m. Explanation of reader/response interpretation 10:00 – 10:15 a.m. Break 10:15 – 11:15 a.m. Elements of Storytelling and <i>the Prologue</i>
		Lines 1 – 42; The Knight, lines 43 – 78; The Miller, lines 544 – 568; and The Pardoner, line 671 – 716; The Rules of the Game and the Agreement, lines 786 – 823 11:15 – 11:30 Break 11:30 a.m. – 12:00 p.m. Class Discussion, applying reader/response interpretation to the readings.

Tues., July 10	<p>Tour of London; Westminster Abbey and pay tribute to Geoffrey Chaucer; then a stop at the George Inn (still in use today); see about having lunch there. It is close to where the Tabard Inn was located.</p> <p>After the tour, time on your own to explore.</p>	<p>Class will be held at lunch time at the George Inn, to discuss the tour,</p> <p>Storytelling #2 Option Video/blog about your London tour and time on your own.</p>
Wed., July 11	<p>Class 9 a.m. – noon</p> <p>Location of class TBD</p> <p>Time on your own to explore after class.</p>	<p>9:00 – 10 a.m. The Knight's Tale, Part 2, lines 497 – 1022</p> <p>10:00 – 10:15 a.m. Break</p> <p>10:15 – 11:15 a.m. The Wife of Bath's Tale, Her Prologue, lines 1 – 862</p> <p>11:15 – 11:30 a.m. Break</p> <p>11:30 a.m. – 12:00 p.m. Class Discussion applying reader/response interpretation.</p>
Thurs., July 12	<p>Vanessa Woolf Storyteller-presentation and tour</p> <p>Based on Ms. Woolf's schedule, class will be either 9 a.m. – 12 p.m. or 1 p.m. to 4 p.m.</p> <p>After the tour, time on your own to explore.</p>	<p>Instruction on the art of storytelling; Vanessa will take use on a walking tour, telling stories about the locations we pass.</p>
Fri., July 13	<p>Class 9 a.m. – 12 p.m.</p> <p>Class location TBD</p> <p>Time on your own to explore after class</p>	<p>9:00 – 10:00 a.m. Class discussion of the week's readings and tours.</p> <p>10:15 – 10:30 a.m. Break</p> <p>10:30 – 11:00 a.m. Class discussion applying reader/response interpretation.</p> <p>11:00 – 12:00 Individual Conferences</p> <p>Journal 1 due - Post</p>

Sat., July 14	Time on your own to explore.	Attendance of performance at The Globe Theater Post Storytelling #2 London Tour, Storyteller experience
Week 2		
Sun., July 15	Time on your own to explore.	Supper- location TBD – class; exchange stories
Mon., July 16	Class 9 a.m. – noon; Class location TBD Time on your own to explore after class.	9:00 – 10:00 a.m. The Pardoner's Prologue and Tale, lines 1 – 682 10:00 – 10:15 a.m. Break 10:15 – 11:15 a.m. The Miller's Prologue and Tale, lines 1 – 767 11:15 – 11:30 a.m. Break 11:30 a.m. – 12:00 p.m. Class Discussion applying reader/response interpretation
Tues., July 17	Tour of city of Canterbury and the Cathedral; lunch; return to London	Work on processing the tour toward your blog posting and your journal assignment. Sign up for day and time to present your tale to the class.
Wed., July 18	Class 9 a.m. – noon Return from our Pilgrimage; tell our tales; Class location TBD Free time to explore after class.	Tell our tales- first half of class
Thurs., July 19	Class 9:00 a.m. – 12:00 p.m. Free time to explore after class. Supper location TBD	Tell our tales- second half of class; vote for best tale. Class to go out to supper tonight, at a location TBD. Winner gets a free meal. Journal 2 due- Post
Fri., July 20	Last day to see London or surrounding areas! Your choice of what to see to complete your	Post Storytelling #3 Canterbury Tour

	pilgrimage.	
Sat., July 21	London Airport	Fly to U.S.
Fri., July 27		Post Storytelling #4 Reflection
Fri., August 10		Critical Research Essay due

Assignments

A separate handout contains the specific instructions for each assignment. Assignments will be uploaded to class Facebook Page and/or ECN Drop Box. This will be determined with consultation with CCSA.

Journals **10% (5% each)**

Journals fulfill Writing and Reading Education Outcomes.

Journal 1: (due Fri., July 13) Respond to *The Prologue*, “The Knight’s Tale,” or “The Wife of Bath’s Tale”

Journal 2: (due Thurs., July 19) Respond to “The Pardoner’s Tale” or “The Miller’s Tale”

Storytelling **20% (5% each)**

Storytelling fulfills Speaking Education Outcome and Technology use.

Storytelling #1	Pre-Post before class starts- Introduce yourself
Storytelling #2	London Tour or Storyteller response
Storytelling #3	Canterbury Tour response
Storytelling #4	Reflective Post Response after two-week London course

Final **30% (20% oral and 10% written)**

The final fulfills Education Outcomes of Writing and Speaking.

Write and tell your own tale. Other options possible, based on what kind of tale you want to tell. Oral delivery of your tale. Winner will be chosen and receive a free supper.

Critical Research Essay **30%**

The Critical Research Essay fulfills Education Outcomes of Reading, Writing, Critical Thinking and applying reader/response interpretation. Students will construct a five – seven-page research essay, using reader/response interpretation. Five to eight credible sources should be used and documented, using MLA style. Students have options to select one of the *Tales* we covered in class or choose a *Tale* that was not assigned.

Attendance/Participation **10%**

Attend each day of class. Ensure you have the readings done for the day, to be able to participate in class discussions. Turn your homework in on the day indicated. Any homework turned in late, after the due date, 2% will be deducted from the grade. Utilize the tours and your own visits to locations and

process them with photography, videos, and reflective commentary that addresses the themes covered and the evolution of your own pilgrimage. You are expected to be present each day for class and tours. Provide reasons and, if possible, documentation for why you will or have missed a class.

Services

Students with disabilities or special needs must contact the instructor and the CCSA office at least a month in advance of the program's beginning so that accommodations can be made, to the extent possible in a study abroad setting. Students seeking such accommodation must provide CCSA with a copy of the letter on file with their own Office of Disability or Accessibility Services, outlining what services they receive on their home campus.

Grading Scale

95-100 %	Superb	A
93-94 %	Great	A-
91-92 %	Very good	B+
87-90 %	Good	B
85-86 %	Fair	B-
83-84 %	A little better than average	C+
79-82 %	So-so/average	C
77-78 %	Underwhelming	C-
75-76 %	Poor	D+
71-74 %	Bad	D
69-70 %	Really bad	D-
0-68 %	Dreadful	Failure

Academic Issue

Plagiarism is the unacknowledged use of another's words or ideas and violates academic honesty. The following activities are considered plagiarism: 1) handing in a paper written by someone else, 2) copying directly from sources without using quotations and documentation, 3) using others' ideas without proper documentation, 4) paraphrasing without using proper documentation, 5) handing in a paper already submitted in another course without acknowledging this in advance to the instructor.

If any assignment is determined to be plagiarized, the student will receive a "0" for it. The teacher will also consider other actions, such as having the student receive an "F" for the course and reporting the plagiarism to the student's university.

Additional Expenditures

It is possible that field trip costs for this course will exceed those covered by the general program fee paid by all CCSA participants. Students should anticipate having to pay up to \$150 to cover the difference.

Professor Kathleen M. Buttermore's Autobiography

My tale begins in Akron, Ohio, where I was born. I am an only child; my parents raised me to be an independent thinker. This collated well with being a Baby Boomer and being brought up in the 1960's. My birthday is in December, so when we meet next year, I will be sixty-one years old!

I love animals and have always had dogs: two beagles, one terrier/schnauzer mix, and an Australian Sheppard. My husband, Dan, and I have been married for twenty-one years. He is a professor, dividing his time between The University of Akron and Stark State, teaching study skills, college preparatory, and reading classes. We love traveling, especially off the beaten path, and learning about other areas and cultures, such as the Amish population of northeast Ohio.

When I was sixteen, I lived with a family in northwest Germany, on a Lion's Club exchange program and still keep in contact with them through Facebook. At Bowling Green State University (BGSU), in northwest Ohio, I double majored in English Education, 7 – 12 grade licensure, and German. This is where my interest in Geoffrey Chaucer developed. What fascinated me were the different characters, like The Wife of Bath, The Knight, and the Miller, where Chaucer created their voices to tell their tales. I could picture what they looked and sounded like. That is storytelling at its best!

During summer 1978, I studied abroad for eight weeks at The University of Gottingen, in northeast Germany. It was amazing being with students from Spain, Portugal, Italy, and Poland, to name a few, and all of us there to learn German. I earned my Masters in English at BGSU, with a focus on Rhetoric and Composition. At The State University of New York/Albany, I did two years of graduate work and ran the writing center there for my graduate assistantship.

This is the beginning of my thirty-eighth year of teaching. From 1979 – 1982, I was a high school English and German teacher. Once I finished my Master's, I taught English at Cuyahoga Community College, The University of Akron, Wayne General, and The College of Wooster. All my jobs have come about in unusual ways. I was in Seattle, Washington for a composition conference and found out about an opening at Walsh University for a Writing Center Director. What attracted me to Walsh College, now Walsh University, was the Writing Center was relatively new in 1989; I had the opportunity to develop the tutoring center. Because of its size, I get to know and work with more of the students. When I got home, I applied, was interviewed two weeks later and was hired.

This is the beginning of my twenty-ninth year at Walsh University. I developed The Writing Center into a viable retention-focused facility, created the tutor training program, finally achieving Level I Certification through The College Reading and Learning Association. With the help of another colleague, I developed the writing minor for the Walsh University English Department, which has evolved into a major. Grant Writing is another course I developed; I have written fourteen grants and achieved twelve of them, earning \$300,000 for programs and projects. I have taught British Literature, Creative Writing, Professional Writing, Speech, and The History of the English Language, to name a few.

My dream has been to teach Geoffrey Chaucer's *The Canterbury Tales* in London, recreate the pilgrimage and focus on the art of storytelling. Please join me in London and experience your own pilgrimage.