

## **GREAT WORKS OF LITERATURE I - 3312 - ENGL 2315 - 02**

Fall, 2012

Department English

Interim Dean, Dr. J. Matthew Boyleston

10:00-10:50 MWF

Denham Hall

### **COURSE DESCRIPTION**

*A reading course in the literary heritage of western civilization. This course includes readings from the Greeks, the Romans and the Middle Ages.*

### **COURSE SEQUENCE IN CURRICULUM AND PREREQUISITE INFORMATION**

Prerequisites for this class: ENGL 1320 (ENGL 1313) and ENGL 1330 (ENGL 1323) before taking the course.

### **INSTRUCTOR INFORMATION**

Name: Interim Dean, Dr. J. Matthew Boyleston

E-mail: mboyleston@hbu.edu

Office Phone: 281 649-3607

Office Location: UAC 105

Office Hours: 10:00-10:50 TTH, 1:00-1:50 MTWTF and by appointment.

### **LEARNING RESOURCES**

Course Text(s):

- *Beowulf*. (trans. Heaney). ISBN: 99780393975802
- Chaucer, *The Canterbury Tales*. ISBN: 9780199535620
- Dante, *Inferno*. (trans. Ciardi). ISBN: 9780451531391
- Homer, *The Odyssey* (trans. Fagles). ISBN: 9780140268867
- Sophocles I. Ed. Grene and Lattimore. ISBN: 9780226307923
- Virgil, *The Aeneid*. ISBN: 9780679729525

### **RELATION TO THE PURPOSE STATEMENT OF THE UNIVERSITY**

The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, "*Jesus Christ is Lord.*"

This course supports the university's mission as stated in the Ten Pillars vision statement by emphasizing the academic study of literature in a liberal arts curriculum.

## RELATION TO COLLEGE GOALS AND PURPOSES

This course is designed to support the mission of the College of Arts and Humanities:

*“To develop intellectual, moral and aesthetic growth in its students.”*

This course requires the reading of great works of literature to expand students' intellectual, moral, and aesthetic thinking while utilizing critical and analytical skills.

## RELATION TO DEPARTMENTAL GOALS AND PURPOSES

One of the department purposes is to provide instruction in writing and rhetorical skills. In this course students develop writing and rhetorical skills and demonstrate effective communication.

This course fulfills the departmental goals of emphasizing the close reading of great texts and understanding the historical contexts in which they are written.

## COURSE OBJECTIVES

The purpose of this course is to introduce students to some of the great works of western civilization from the Renaissance to the present.

### Upon completion of this course, students should be able to:

1. Acquire and exercise critical tools and methods for analyzing literature.
2. Construct effective analytical arguments about literature through coherent, well-organized, grammatically-correct essays in standard English.
3. Gain insight about the foundations of Western civilization through an exploration of its greatest literature.
4. Engage these key works intellectually, spiritually, and morally.

## TOPICAL OUTLINE

<b>WEEK ONE:</b> Monday 8/20	Introduction to Great Works, the Greek World, and how and why to read literature. C. S. Lewis Introduction to <i>On the</i>
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	<i>Incarnation</i> handout
Wednesday 8/22	Homer <i>The Odyssey</i> : Books 1-3
Friday 8/24	Homer <i>The Odyssey</i> : Books 4-6
<b>WEEK TWO:</b> Monday 8/27	Homer <i>The Odyssey</i> : Books 7-9
Wednesday 8/29	Homer <i>The Odyssey</i> : Books 10-12
Friday 8/31	Homer <i>The Odyssey</i> : Books 13-15
<b>WEEK THREE:</b> Monday 9/3	<b>Labor Day</b>
Wednesday 9/5	Homer <i>The Odyssey</i> : Books 16-18 <b>Last Day to Drop without a "W"</b>
Friday 9/7	Homer <i>The Odyssey</i> : Books 19-21
<b>WEEK FOUR:</b> Monday 9/10	Homer <i>The Odyssey</i> : Books 22-24
Wednesday 9/12	Sophocles: <i>Oedipus the King</i>
Friday 9/14	Sophocles: <i>Oedipus the King</i> <b>Essay I Due at the Beginning of Class</b>
<b>WEEK FIVE:</b> Monday 9/17	Sophocles: <i>Oedipus at Colonus</i>
Wednesday 9/19	Sophocles: <i>Oedipus at Colonus</i>
Friday 9/21	Sophocles: <i>Antigone</i>
<b>WEEK SIX:</b> Monday 9/24	Sophocles: <i>Antigone</i>
Wednesday 9/26	Vergil <i>The Aeneid</i> Books I-II
Friday 9/28	Vergil <i>The Aeneid</i> Books III-IV

<b>WEEK SEVEN:</b> Monday 10/1	Vergil <i>The Aeneid</i> Books V-VI
Wednesday 10/3	Vergil <i>The Aeneid</i> Books VII-VIII
Friday 10/5	Vergil <i>The Aeneid</i> Books IX-X
<b>WEEK EIGHT:</b> Monday 10/8	Vergil <i>The Aeneid</i> Books XI-XII
Wednesday 10/10	<b>Midterm Exam</b>
Friday 10/12	<i>Beowulf</i> : Pages 3-43
<b>WEEK NINE:</b> Monday 10/15	<i>Beowulf</i> : Pages 43-63
Wednesday 10/17	<i>Beowulf</i> : Pages 63-78
Friday 10/19	Dante <i>The Inferno</i> : Cantos I-V
<b>WEEK TEN:</b> Monday 10/22	Dante <i>The Inferno</i> : Cantos VI-X
Wednesday 10/24	Dante <i>The Inferno</i> : Cantos XI-XV
Friday 10/26	Dante <i>The Inferno</i> : Cantos XVI-XX <b>Last Day to Drop with a "W"</b>
<b>WEEK ELEVEN:</b> Monday 10/29	Dante <i>The Inferno</i> : Cantos XXI-XXV Dante <i>The Inferno</i> : Cantos XXVI-XXX
Wednesday 10/31	Dante <i>The Inferno</i> : Cantos XXXI-XXXV
Friday 11/2	Chaucer <i>The Canterbury Tales</i> : Opening Prologue  <b>Essay 2 Due at the Beginning of Class</b>

<b>WEEK TWELVE:</b> Monday 11/5	Chaucer <i>The Canterbury Tales</i> : Fragment I
Wednesday 11/7	Chaucer <i>The Canterbury Tales</i> : Fragment II
Friday 11/9	Reading Day
<b>WEEK THIRTEEN:</b> Monday 11/12	Chaucer <i>The Canterbury Tales</i> : Fragment VII
Wednesday 11/14	Chaucer <i>The Canterbury Tales</i> : Fragment III
Friday 11/16	Chaucer <i>The Canterbury Tales</i> : Fragment IV
<b>WEEK FOURTEEN:</b> Monday 11/19	Chaucer <i>The Canterbury Tales</i> : Fragment V
Wednesday 11/21	Chaucer <i>The Canterbury Tales</i> : Fragment VI
Friday 11/23	Thanksgiving
<b>WEEK FIFTEEN</b> Monday 11/26	Chaucer <i>The Canterbury Tales</i> : Fragment VIII
Wednesday 11/28	Chaucer <i>The Canterbury Tales</i> : Fragment IX
Friday 11/30	Chaucer <i>The Canterbury Tales</i> : Fragment X
<b>WEEK SIXTEEN</b> Friday 12/7	<b>Final Exam 8:00-10:00</b>

The content of this outline and the attached schedule are subject to change at the discretion of the professor.

### **TEACHING STRATEGIES**

Including but not limited to lectures, discussions, and in and out of class writing assignments

### **ASSESSMENT OF LEARNING**

## **COURSE REQUIREMENTS**

Reading Quizzes and Response Journal	20%
First Essay	20%
Second Essay	20%
Midterm Exam	20%
Final Exam	20%

The students will complete whatever other written assignments are deemed necessary by the instructor. **All students will be required to meet with me in my office within the first week of the semester.**

## **GRADING STANDARDS**

We will discuss the grading standard for each essay in detail before each assignment. In order to receive a passing grade on an essay, a student must be able to write an essay which conforms to the following standards:

### **The 'A' Essay—Excellent**

The essay has a very well-focused thesis with an effectively narrowed topic and point. The writer has an excellent sense of audience and exigency (the presentation is effectively adapted for a particular audience and reason). The writer does an excellent job of developing ideas to meet audience needs. Evidence is fully developed, specific, vivid, and convincing. There are no irrelevant details. Reasoning is valid.

The arrangement of ideas (whether spatial, chronological, logical, or some combination) is deliberately chosen and works effectively to meet audience needs. The introduction engages the reader; the conclusion is stratifying. Transitions are effective and varied. Organizational strategies work to move the reader through the essay in a satisfying and logical way. Expression is under the writer's control, and the writer uses varied lengths and types of sentences. These complex structures show effective control of grammar and punctuation. Wording is thoughtful, varied, and precise. Researched material is well chosen, thoughtfully analyzed, and correctly cited.

### **The 'B' Essay—Good**

The essay has a focused thesis with a narrowed topic and point. Although somewhat less sophisticated in its adaptation to audience needs than the 'A' essay, the 'B' essay demonstrates a good grasp of audience and exigency. Supporting evidence is sufficient to fulfill

audience needs, often offering specific, convincing detail. A few spots may need more detail to further develop ideas. Reasoning is for the most part valid.

The arrangement of ideas is appropriate and demonstrates conscious choice on the writer's part, making the direction of the essay easy to follow. While the introduction, conclusion, and transitions may be less compelling than those in the 'A' paper, they are not dull, mechanical, or repetitive.

Expression is competent. The essay may show less variation in sentences than the 'A' paper, but it is more mature than the 'C' paper. The writer has reasonable control of grammar and punctuation. Word choice shows thought, but may not be as varied and precise as the 'A' paper. Researched material is competent, well analyzed, and is mostly cited correctly.

### **The 'C' Essay—Fair**

The essay has a thesis, but the purpose may not be well-defined: the topic may be too broad or the point may be unfocused. There is some evidence that the writer has adapted the presentation to an audience for a particular reason, but the writer may not demonstrate a full understanding of audience needs.

While the writer makes effort to support the thesis, the evidence offered may stay too general to fulfill the purpose effectively. The writer may offer some specific detail, but not enough to support the thesis convincingly. There may be a few irrelevant details or minor flaws in the reasoning. Some thought has been given to arrangement of ideas, but supporting points may not be in their best order. The introduction and conclusion are present but may fail to engage readers at the start or satisfy them at the end. Transitions may be mechanical or abrupt. Still, the organization is clear, and the reader can follow the direction of the essay.

The writer needs more practice in expression. Sentences may be generally correct but unsophisticated. The writer may use simple sentences with little effort at controlling emphasis through subordination. Or, the writer may attempt more sophisticated structures but often lose control of grammar and punctuation in those sentences. The essay may contain inflated languages, wordy structures, and clichés. Some researched material is not related to topic, correctly analyzed or cited correctly.

### **The 'D' Essay—Below Acceptable**

The essay's purpose is not clearly established with an adequate thesis statement. The writer may introduce a topic but make no clear claim about that topic. Or the essay may set up multiple claims that leave the

reader confused about the purpose. There may be little evidence the writer has considered audience or exigency in the essay.

Supporting evidence is far too slim to meet the needs of the audience. Development may be both scanty and general, and/or the evidence may be irrelevant to the thesis. There may be a number of flaws in the reasoning.

Organization is confusing. The introduction and/or conclusion may be misleading, and the essay may lack adequate transitions. Expression is seriously flawed by frequent problems in grammar, punctuation, and/or word choice, but the reader can still understand the essay. Researched material is inappropriate, insignificant and incorrectly cited.

### **The 'F' Essay—Unacceptable**

The essay has no clear thesis or topic, and the writer shows no concern for audience. Content is irrelevant. Reasoning is seriously and frequently flawed. No thought has been given to arrangement of ideas, and the reader has great difficulty following the essay. Expression is so flawed that the reader has trouble understanding the essay. Sentences are garbled. Word choice is thoughtless and frequently inaccurate. Little to no researched material is included even though it was required. Little to no citation of the research is given.

Grades will be determined in accordance with a writing Rubric included in Writing for Wisdom: An Augustinian Approach to Reading and Writing.

NOTE: The grading standards not specifically mentioned in this syllabus will adhere to the general policy on grade as stated in the Houston Baptist University Catalog.

A: 90-100

B: 80-89

C: 70-79

D: 60-69

F: 0- 59

### **ATTENDANCE**

Please see the official Attendance Policy in the HBU Classroom Policy on Blackboard. No one will be admitted to class when the classroom door has been closed. Please do not email me asking what you missed in class. It is your responsibility to contact another student to find out what you missed. In this class, one letter grade will be deducted from a student's final average upon the student missing his fourth class.



Students missing more than 25% of the class will be given a failing grade.

At the beginning of class, I will issue each student two cards—one green card and one red card. The green card designates that you have prepared for class and are ready to actively contribute. The red card designates that you are not prepared for class. If you have the red card out, I will not call on you, nor will I mark you down for class participation. You are allowed 3 red cards over the course of the semester. If you have your green card out and I do call on you and you are not prepared, you will be marked absent for the class. This policy is intended to give you a little breathing room for those times when things pile up and you cannot reasonably prepare for class.

### **ACADEMIC ACCOMMODATIONS**

Students needing learning accommodations should inform the professor immediately and consult the Academic Accommodations section of the HBU Classroom Policy posted on Blackboard.

### **LATE WORK & TEST POLICY**

Late work will be penalized. You should not miss any exams. If you are sick, you need to notify the professor in advance. The professor reserves the right to administer a different exam, deduct points for taking the exam late, and/or schedule the makeup for a later date. Missing an exam without giving prior notice will result in a zero for that test, with no makeup.

Anything we do in-class cannot be made up. Assignments are due at the BEGINNING of class. If you are going to miss class or be late, email them to me before class. If the email fails to deliver your paper in any way, your paper will be considered late. I will only accept late papers on a case-by-case basis. In general, late work will not be accepted.

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Student Signature – I have read and understand the syllabus for this class. I understand that the content of this syllabus and the topical outline are subject to change at the discretion of the professor. I have read and understand the HBU Classroom Policy posted on Black Board. **I promise to uphold the Code of Academic Integrity at Houston Baptist University and will not tolerate its violation by others.**