

English 103 Western Literature**Spring 2012**

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English 103 meets the M2 (Literature) requirement for LinC. English majors pursuing teacher certification may count one course from among English courses 101-105 as an elective in the English major.

Course Objectives

- To study selected major works in the literature of the Western world, most written originally in ancient or modern foreign languages but read for this course in English translations
- By studying these works, to understand better the roots and evolution of Western society, its distinctiveness as a culture, and one's relationship to it
- To become more aware of one's own expectations of and responses to both Western literature and literature generally
- To develop skills in literary analysis
- To practice the oral and written communication of ideas

Required Texts

Mack, Maynard, et al., ed. *The Norton Anthology of World Masterpieces*. 5th Continental ed. New York: Norton, 1987. Print.

Course Requirements

In the final assessment of a student's course work, the following required elements will be weighted as noted below: ten proposals for course readings, classroom performance, a mid-term examination, an essay or project, and a final examination.

Proposals (50%).

Ten proposals for course readings will be submitted according to the schedule outlined on page 5 of this syllabus and following the format outlined on page 6. Each proposal will be worth 5% of the final grade, so that the ten proposals together will count for half of the final course grade. Each 250-500 word proposal will identify at least 20 pages in the designated anthology section that the class should read for the next class meeting, provide a historical/cultural

context for the reading and a preview or overview of its content, and explain to other class members why the selection is recommended. The proposal will also identify within the 20 assigned pages 5 specific pages for particularly close study and frame a challenging question focused on those 5 pages, suggest a tentative answer to that question, and offer a significant insight about some aspect within the 5-page focus. One student's proposal will be selected from each round of submissions for class reading and study, and the ten selections will become the body of assigned readings for the course on which examinations will be based and from which paper or project topics will be drawn. The author of a selected proposal will serve as a co-instructor of the course during the week of its selection. Various selection methods may be employed at the discretion of the instructor. Volunteers will always be invited first and will have an extra point added to the final course grade. A student, however, may not volunteer more than once during the semester.

Classroom performance (5%).

Four aspects of scholarly behavior are considered in assessing classroom performance. (1) Attendance and attention are basic. Students are expected to attend class regularly. Absences and lateness will be noted and will negatively affect the grade. (2) Just showing up, however, is not enough. Attention to class proceedings is also expected, as well as active participation in class discussions and other class activities. Success in these areas will depend on timely completion of reading assignments and other preparations for class meetings. (3) Leadership may be demonstrated in a variety of ways in both whole-class and small group settings, for example, facilitating a class meeting for which one's proposal is chosen, framing questions for class or small group discussion, reporting results of group discussions, and providing other classroom support as directed by the instructor. (4) Collaboration is equally important, especially in contributing to group work, such as discussions, reading aloud, and problem-solving. Performance activities and table readings of dramatic scenes are further examples of demonstrated teamwork.

Mid-term examination (15%).

A mid-term examination on Thursday, March 1, will address readings studied from anthology sections dealing with the Ancient World, the Middle Ages, and the Renaissance.

Essay (15%).

A 3-page essay on a topic dealing with a classical reading from the first anthology section, "Masterpieces of the Ancient World," supported by selected researched materials, and documented according to the format prescribed by the Modern Language Association (MLA) will be due on Thursday, April 5. Text and topic selection will be discussed at a workshop held in class on Thursday, February 9. A thesis statement and summary of its planned development will be part of the mid-term examination on Thursday, March 1. A peer-editing workshop of a first draft will be held in class on Tuesday, April 3, prior to submission of a final,

polished draft on April 5. A student who wishes to substitute a research-supported project in place of the essay, such as an oral presentation or performance, must submit a written proposal to the instructor by Tuesday, February 14, after discussing her or his idea with other students during the workshop on February 9. The proposal should describe the alternative project, identify the help that will be sought from other students at the workshop on April 3, and explain how the project will be presented to the class during the final week of classes, on April 24 or 26. The proposal will be graded and count as part of the mid-term examination. The proposed project must be approved by the instructor in order to substitute for the essay. Notification of approval or denial will be made by February 21. Students considering this project option are encouraged to consult with the instructor early and often throughout the proposal, preparation, and presentation process.

Final examination (15%).

A final examination on Thursday, May 3, at 8:30 a.m., will address readings studied from anthology sections dealing with the Enlightenment, Romanticism, Realism, Modernism, and Contemporary literature.

Grading

The final grade will, in general, be calculated according to the weighted values listed above. Late work will be penalized. A missed examination may be re-scheduled at the discretion of the instructor for a valid, documented reason (for example, a medical or family emergency or a college-related commitment approved by the instructor by prior arrangement). The instructor will apply both quantitative and qualitative judgments in determining grades for individual assignments and for the course.

Grading equivalents:

A+	97-100	B+	87-89	C+	77-79	D+	67-69
A	94-96	B	84-86	C	74-76	D	64-66
A-	90-93	B-	80-83	C-	70-73	D-	60-63
						F	0-59

Academic Honesty

Students in this course should refer to the statement on academic honesty at Moravian College in the current *Student Handbook*, available online. Students must retain copies of all written work submitted to the instructor, as well as all notes, drafts, and materials used in preparing assignments. These are to be made available for inspection by the instructor at any time. Questions about appropriate collaboration, proper documentation, and other honesty issues can be confusing. If in doubt, ask the instructor.

FYI

- This syllabus, including the schedule of readings, writing assignments, and examinations that follows, is subject to change.
- In order to be successful, students should expect to work at least six hours per week outside of class in preparation.
- Students who wish to request accommodations in this course for a disability should contact Mr. Joe Kempfer, Assistant Director of Learning Services for Disability Support, 1307 Main Street (extension 1510). Accommodations cannot be provided until authorization is received from the office of Learning Services.

Proposal Schedule

1. Select from “Masterpieces of the Ancient World,” pages 1-246. Proposal due in class on January 19.
2. Select from “Masterpieces of the Ancient World,” pages 246-464. Proposal due in class on January 24.
3. Select from “Masterpieces of the Ancient World,” pages 464-647. Proposal due in class on January 31.
4. Select from “Masterpieces of the Middle Ages.” Proposal due in class on February 14.
5. Select from “Masterpieces of the Renaissance.” Proposal due in class on February 21.
6. Select from “Masterpieces of the Enlightenment.” Proposal due in class on March 13.
7. Select from “Masterpieces of the Nineteenth Century: Varieties of Romanticism.” Proposal due in class on March 20.
8. Select from “Masterpieces of the Nineteenth Century: Realism, Naturalism, and the New Poetry.” Proposal due in class on March 27.
9. Select from “Masterpieces of the Twentieth Century: Varieties of Modernism.” Proposal due in class on April 10.
10. Select from “Masterpieces of the Twentieth Century: Contemporary Explorations.” Proposal due in class on April 17.

Proposal Format (250-500 words)

Name _____

Date _____

Proposal # _____

Anthology section title: _____

Identify the author(s), title(s), and page range(s) of the reading selection(s) proposed—at least 20 pages in total.

Provide a brief historical/cultural context for the proposed reading selection(s).

Provide a brief preview or overview of the content of the proposed selection(s).

Explain why you are recommending this/these selection(s).

Specify 5 pages within the proposed selection(s) to be studied closely in class and briefly explain why you are recommending them for special attention.

Ask a challenging question about these 5 pages.

Suggest an interesting answer to your question.

State a significant insight about these 5 pages.

Spring 2012 Schedule of
Readings, Writing Assignments, and Examinations for EN 103

Enter student-selected reading assignments (found in *The Norton Anthology of World Masterpieces*) as they are announced in class. Students will be responsible for these assignments at subsequent class meetings and on mid-term and final examinations. Essay and project topics will be drawn from these readings. **Boldface** indicates graded work.

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|------|-----------|---|
| Jan. | 17 | Introduction to the course |
| | <u>19</u> | Proposal #1 due. Reading #1: _____ |
| | 24 | Proposal #2 due. Reading #2: _____ |
| | <u>26</u> | Continue with reading #2. |
| | 31 | Proposal #3 due. Reading #3: _____ |
| Feb. | <u>02</u> | Continue with reading #3. |
| | 07 | Re-visit readings 1-3. |
| | <u>09</u> | Essay workshop—text and topic selection |
| | 14 | Proposal #4 due. Reading #4: _____
Deadline for project proposals to substitute for essay |
| | <u>16</u> | Continue with reading #4. |
| | 21 | Proposal #5 due. Reading #5: _____
Notification of project proposal approval or denial |
| | <u>23</u> | Continue with reading #5. |
| | 28 | Re-visit readings 4-5. |
| Mar. | <u>01</u> | Mid-term examination , including either a thesis statement and essay summary or an approved project proposal |
| | 13 | Proposal #6 due. Reading #6: _____ |
| | <u>15</u> | Continue with reading #6. |
| | 20 | Proposal #7 due. Reading #7: _____ |
| | <u>22</u> | Continue with reading #7. |

- 27 **Proposal #8** due. Reading #8: _____
- 29 Continue with reading #8.
- Apr. 03 Essay workshop—peer-editing of draft
- 05 **Essay** due. Re-visit readings 6-8.
- 10 **Proposal #9** due. Reading #9: _____
- 12 Continue with reading #9.
- 17 **Proposal #10** due. Reading #10: _____
- 19 Continue with reading #10.
- 24 Re-visit readings 9-10. **Project presentations?**
- 26 Re-visit readings 6-10. **Project presentations?**
- May 03 **Final examination** @ 8:30 a.m.