

**English 103 Western Literature****Spring 2014**

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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, 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*. 5<sup>th</sup> Continental ed. New York: Norton, 1987. Print.

Course Requirements**Proposals (25%)**

Five proposals for course readings will be submitted to the instructor electronically according to the schedule outlined on page 4 of this syllabus. The class proposals will be compiled and forwarded by the instructor to all students in English 103. Each 90-100 word proposal will recommend from among all the readings in the designated anthology section at least 20 pages for class study. Each proposer will endeavor to persuade our community of readers to agree with her or his choice. Each proposal will be graded by the instructor and worth 5% of the final grade. All proposals will be read by every English 103 class member prior to a class discussion and choice at the next class meeting. The selection made by the class will then be the assigned reading for the following class meeting.

**Research Essay (20%)**

A three-page essay (500-750 words) on the influence of Homer's *Iliad* or *Odyssey*, Virgil's *Aeneid*, or Dante's *Inferno* on a later writer, musician, or visual artist will be due

in hard copy at the class meeting on Wednesday, February 12. The essay will be supported by reference to at least one passage from the original work and at least two sources dealing with the later creative work influenced by the original. The essay will be documented in the format prescribed by the Modern Language Association (MLA), including parenthetical in-text citations and a works-cited page separate from and in addition to the minimum three pages of discursive text.

### **Mid-term Examination (20%)**

A mid-term examination on Monday, February 24, will address readings studied from anthology sections dealing with the Ancient World and the Middle Ages, including the student choice.

### **In-class Essay (10%)**

After viewing the conclusion of a filmed production of Moliere's *Tartuffe* on Monday, March 24, students will have 30 minutes to write a response to a question about the production.

### **Final Examination (25%)**

A comprehensive final examination will be administered on Monday, April 28, at 1:30 p.m.

### 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

The instructor's determination of a student's final grade will also be informed by the student's classroom performance. Four aspects of scholarly behavior are considered in assessing classroom performance. (1) Attendance is 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, framing questions for class or small group discussion, summarizing class

discussions, or reporting results of group discussions. (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.

### 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 on pages 5-6, is subject to change.
- Assigned readings should be completed prior to the class meeting noted on the schedule on pages 5-6.
- In order to be successful, students should expect to work at least ten hours per week outside of class in preparation.
- Students who wish to request accommodations in this class for a disability should contact Elaine Mara, Assistant Director of Learning Services for Academic and Disability Support, at 1307 Main Street or by calling 610 861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.

### Proposal Schedule

1. Excluding selections by Homer and Virgil already assigned in the syllabus, write a 90-100 word proposal recommending for assigned reading from “Masterpieces of the Ancient World”<sup>\*</sup> a selection at least 20 pages in length. This proposal is due electronically by 4 p.m. on January 24.<sup>\*\*</sup>
2. Write a 90-100 word proposal recommending for assigned reading at least 20 pages from “Masterpieces of the Renaissance.”<sup>\*</sup> This proposal is due electronically by 4 p.m. on February 24.<sup>\*\*</sup>
3. Write a 90-100 word proposal recommending for assigned reading at least 20 pages from “Masterpieces of the Nineteenth Century: Varieties of Romanticism.”<sup>\*</sup> This proposal is due electronically by 4 p.m. on March 24.<sup>\*\*</sup>
4. Write a 90-100 word proposal recommending for assigned reading at least 20 pages from “Masterpieces of the Nineteenth Century: Realism, Naturalism, and the New Poetry.”<sup>\*</sup> This proposal is due electronically by 4 p.m. on March 31.<sup>\*\*</sup>
5. Write a 90-100 word proposal recommending for assigned reading at least 20 pages from “Masterpieces of the Twentieth Century: Contemporary Explorations.”<sup>\*</sup> This proposal is due electronically by 4 p.m. on April 14.<sup>\*\*</sup>

\* Section titles refer to Mack, Maynard, et al., ed. *The Norton Anthology of World Masterpieces*. 5<sup>th</sup> Continental ed. New York: Norton, 1987. Print.

\*\* Send proposals to [reidm@moravian.edu](mailto:reidm@moravian.edu).

Spring 2014 Schedule of  
Readings, Writing Assignments, and Examinations for EN 103

Enter student-selected reading assignments (found in *The Norton Anthology of World Masterpieces*) in the spaces provided. Students will be responsible for these assignments at subsequent class meetings and on mid-term and final examinations. **Boldface** indicates graded work.

- |      |           |   |
|------|-----------|---|
| Jan. | 13        | Introduction to the course and the Trojan War   |
|      | <u>15</u> | Homer, from <i>The Iliad</i> : Book XVIII. [The Arming of Achilles], pp 111-128, and Virgil, from <i>The Aeneid</i> : Book VIII. [The Shield of Aeneas], pp 536-541 |
|      | 22        | Homer, from <i>The Odyssey</i> : Book XI. A Gathering of Shades, pp 227-246, and Virgil, from <i>The Aeneid</i> : Book VI. [Aeneas in the Underworld], pp 529-536   |
|      | <u>24</u> | <b>Proposal #1</b> due electronically   |
|      | 27        | Discussion of proposals and choice  |
|      | <u>29</u> | Student choice #1 _____   |
| Feb. | 03        | Dante, <i>The Inferno</i> , Introduction and Cantos I-V, pp. 752-787  |
|      | <u>05</u> | <i>Inferno</i> , Cantos VI-XIII, pp. 787-821  |
|      | 10        | <i>Inferno</i> , Cantos XIV-XVIII, pp. 821-841  |
|      | <u>12</u> | <i>Inferno</i> , Cantos XIX-XXIII, pp. 841-863; <b>research essay</b> due in class  |
|      | 17        | <i>Inferno</i> , Cantos XXIV-XXVIII, pp. 863-884  |
|      | <u>19</u> | <i>Inferno</i> , Cantos XXIX-XXXIV, pp. 884-911   |
|      | 24        | <b>Mid-term examination; proposal #2</b> due electronically   |
|      | <u>26</u> | Discussion of proposals and choice  |
| Mar. | 10        | Student choice #2 _____   |
|      | <u>12</u> | Moliere, <i>Tartuffe</i> , Introduction and Acts I-II, pp 1400-1433   |
|      | 17        | <i>Tartuffe</i> , Acts III-V, pp 1433-1462  |

- 19 Film of *Tartuffe*
- 24 Conclusion of film; **in-class essay; proposal #3** due electronically
- 26 Discussion of proposals and choice
- 31 Student choice #3 \_\_\_\_\_;  
**proposal #4** due electronically
- Apr. 02 Discussion of proposals and choice
- 07 Student choice #4 \_\_\_\_\_
- 09 Pirandello, *Six Characters in Search of an Author*, Act I, pp 2151-2175
- 14 *Six Characters*, Act II-III, pp 2175-2201; **proposal #5** due electronically
- 16 Discussion of proposals and choice
- 23 Student choice #5 \_\_\_\_\_
- 28 **Final examination** @ 1:30 p.m.