

MIDSTATE COLLEGE
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Fall 2008

Course number & Name: ENG 230 Masterpieces of Literature

Credit hours: 4 quarter hours

Method of Delivery: Classroom and eLearning

Course Description: (IAI H3 906)

1. Masterpieces of Literature is a survey course covering great drama, poetry, and fiction selections.
2. The course concentrates on masterpieces of the ancient world, including selections from Homer, Plato, Aristotle, Virgil, and the New and Old Testaments;
3. It next moves on to the masterpieces of the Middle Ages, including The Divine Comedy, Sir Gawain and the Green Knight, and The Canterbury Tales;
4. The course concludes with masterpieces of the Renaissance, including selections written by Christopher Marlowe (1564 – 1593), William Shakespeare (1564 – 1616), John Donne (1572 – 1631), and John Milton (1608 – 1674).

Prerequisite: ENG 117 Advanced Composition

Text(s) & Manual(s): The Norton Anthology of Western Literature Volume I

Author(s): Sarah Lawall, General Editor

Publisher: WW Norton & Company, New York ISBN: 0-393-92572-2

Materials needed for this course:

Hardware/Software and Equipment: WORD 2007

Topics:

- Ancient World, including selections from Homer, Plato, Aristotle, Virgil and the New and Old Testaments
- Middle Ages, including The Divine Comedy, Sir Gawain and the Green Knight and the Canterbury Tales.
- Renaissance, including selections from Marlowe, Shakespeare, Donne and Milton

Learning Objectives: Upon completion of this course, the student will be able to:

1. have an understanding and appreciation of the leading writers of the Ancient World, the Middle Ages, and Renaissance.
2. demonstrate analytical and critical thinking skills through discussion and writing.
3. compose papers and essays using both textual support and secondary criticism.
4. demonstrate an understanding of how fine literature leads to greater appreciation of the human condition.

Midstate Grading scale:

90 - 100 A
80 - 89 B
70 - 79 C
60 - 69 D
0 - 59 F

Midstate Plagiarism Policy:

Matters related to academic honesty or contrary action such as cheating, plagiarism, or giving unauthorized help on examinations or assignments may result in an instructor giving a student a failing grade for that academic effort and also recommending the student be given a failing grade for the course and/or be subject to dismissal.

Plagiarism is using another person's words without giving credit to the author. Original speeches, publications, and artistic creations are sources for research. If you use the author's words in your papers or assignments, you must acknowledge the source. Plagiarism is strictly against the academic policy of the college and is grounds for failing the course. If repeated, plagiarism may result in suspension from the college.

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Instructor Information: Andrew Fisher, afisher@midstate.edu, 309.692.0492

Participation Requirements: Students are required to attend each class and participate in discussions.

Policies and Procedures: Absolutely no late work will be accepted. No assignments will be accepted after their due dates at the beginning of class. Students are encouraged to have their papers proofed by their instructor before their due dates. The instructor will aid in helping the student complete papers according to rubric guidelines. MLA guidelines will be adhered to.

Methods of evaluating student performance:

1. Class attendance and discussion	20%
2. Research Papers	40%
3. Quizzes	10%
5. Midterm Exam	10%
6. Final Exam	20%
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Total	100%

Examination Information: Will be provided before the two exams.

Instructor's Grading Scale: Same as Midstate College

Weekly Schedule:

Class 1

Lecture: Why Study the Masterpieces? The Human Traits. Fictional Elements. How to Study Literature.

Discussion: Where are the Masterpieces today?

Reading Assignment Due: None

Writing Assignment Due: None

Discussion: What masterpieces have you read? What stood out about them?

Summary 1: Complete a Lecture Summary listing three points each from *The Human Traits. Fictional Elements.* And *How to Study Literature* lectures

Class 2

Lecture: Genesis and the Hebrew Bible

Discussion: The Roots of Western Civilization

Reading Assignment Due: Pages: 34-38, 39-43, 51, 64-66

Writing Assignment Due: My Close Encounters: What I Know About the Masterpieces

Discussion 2: What beliefs elucidated in the Hebrew Bible are part of modern Western culture today?

Summary 2: Using the Story Analysis Template pick one the passages read this week and write an analysis.

Class 3

Lecture: Homer, His Times and His Works, The Iliad and the Odyssey, Troy Today, Lessons for Today

Discussion: What themes in the Iliad and Odyssey do we see being played out in our own era?

Reading Assignment Due: Pages 100-105 The Iliad pages: 107-122 The Odyssey pages: 206-227

Writing Assignment Due: Compare and contrast a leading character in Hebrew Bible with one in the Iliad or the Odyssey.

Discussion 3: How do we rationalize Achilles behavior toward Agamemnon and its consequences?

Summary 3: Complete a Story Analysis for the Iliad or the Odyssey

Class 4

Lecture: Plato and Aristotle Gone but not Forgotten

Discussion: What human truths did Plato and Aristotle write about that are relevant for today?

Reading Assignment Due: Pages 756-757 Plato: 758-779 Aristotle: 779-780, 780-784

Writing Assignment Due: None

Discussion 4: Who were Plato and Aristotle, and what did they contribute to Western thought?

Summary 4: Complete a Story Analysis for our readings of Plato or Aristotle

Class 5

Lecture: Virgil and the Aeneid, Just a Rehash of another War and Attendant Mayhem?

Discussion: What impact did Virgil have on Western Literature to his day?

Reading Assignment Due: Pages 926-929, 930-952

Writing Assignment Due: Take a theme from one the works and give cases for its recognition in the work.

Show where those themes are recognizable in a current movie.

Discussion 5: Who was Virgil? What else did he write? What about his life and his times?

Summary 5: Complete a Story Analysis for the Aeneid

Class 6

Lecture: The New Testament and Augustine: The Sacred Writings and the fundamental thought earthquake that still resonate today. Where is Augustine today?

Discussion: Pagan writing versus the Sacred. The sun sets on the old world.

Reading Assignment Due: Pages 1082-1083, 1085-1089, 1094-1097 Corinthians 1:21?

Writing Assignment Due: None

Mid-Term: Study notes from classes 1-5

Assignment Discussion 6: Looking at the ancient writings and those post-New Testament, what was the big shift in thought brought on by the New Testament writings, and does it hold for today's world

Summary 6: Complete a Story Analysis for one of this week's readings

Class 7

Lecture: On to the Middle Ages. Development of new styles and topics.

Assignment Discussion: Where did Dante get his ideas about the layers of heaven and hell?

Reading Assignment Due: Pages 1456-1464, 1465-1478, 1592-1597

Writing Assignment Due: What fundamental shift in thought occurs with the arrival of the New Testament?

Discussion 7: Dante and his message. Where did he get his ideas regarding heaven and hell?

Summary 7: Complete a Poem Analysis for one of this week's readings

Class 8

Lecture: Sir Gawain and the Green Knight

Reading Assignment Due: Handout of Sir Gawain and the Green Knight

Discussion 8: Where did the ideas of knighthood and chivalry stem from? Do some internet research on this one.

Summary 8: Complete a Story Analysis for the Green Knight

Class 9

Lecture: The Canterbury Tales and a few key characters and their vices and their virtues...

Reading Assignment Due: Pages 1696-1700, 1701-1718, 1732-1749

Writing Assignment Due: Dante, Sir Gawain and the Chaucer, what links them?
worker of today.

Assignment Discussion 9: What was a pilgrimage? What are the virtues and the vices?

Summary 9: Complete a Story Analysis for one of this week's readings

Class 10

Lecture: Shakespeare and *The Tempest*

Reading Assignment Due: Handout

Discussion 10: Who was your favorite character of the play, and why.

Summary 10: Complete a Drama Analysis for *The Tempest*

Class 11

Lecture: Milton and Paradise Lost

Reading Assignment Due: Pages 2550-2554, 2555-2572

Writing Assignment Due:

Discussion 11: What was lost in paradise?

Summary 11; Complete a Poem Analysis for one of this week's readings

Class 12

Lecture: Course wrap-up. What is the impact of great literature on today's culture.

Final Exam:

Discussion 12: What have the classics taught me about myself and my culture?

Summary 12: Pick one of your favorite stories read this semester and explain why it was a favorite

ENG 230 Rubric and Assignment Template Overview:

1. Use the assignment templates listed below as a formatting guide for written assignments.
2. Take assignments seriously. Give them some thought. Give them the time they deserve. The reason for these assignments is to give the student the opportunity to give expression to thought and opinion in a reasoned manner that is easily understandable.
3. Assignments are designed to be an opportunity for students to express their opinions and thoughts on the works.
4. Much of what student's write in the course is considered criticism. In terms of grading, the point is not to find whether criticism on a work is right or wrong, but whether the criticism is grounded in fact, and also that it is expressed clearly. This helps students in their professional life to think before they speak or write.
5. Lastly, this is college-level learning, and college-level work is expected of all students. With that in mind, always follow proper grammar and spelling rules. Use complete sentences. Also follow the formats below to a "T". The formats will help both of keep grades straight and also help students find assignments after they've created them.

ENG230 Essays and Critical Response Questions Explanation:

Written assignment types are: Essays and CRQs, Discussion Forums and Weekly Summaries. Each of them has a specific template and is graded slightly differently. You have the most leeway in how you write your Essays and CRQs.

You must put your name, week number and title of the essay at the top of the essay and also in the document name.

It is assumed you will receive 100 points. The grade is number of points remaining from any deductions starting at 100. Note that I will be looking for the following:

1. Omission of coherent thesis statement and/or topic sentence -5 deducted
2. Proper grammar and spelling -1 per incident
3. Clarity of thought -1 per incident
4. Critical Thinking -5 when not demonstrated
5. Supporting evidence -5 when not demonstrated
6. Formatting -5 Not putting student name with week number of essay or title
7. Citations -10 Omission of citation of supporting evidence where appropriate

Students get better at these as we progress. Students are asked above all, speak their minds, and support their statements with logic. Lastly, use these essays are designed to help students express themselves coherently. As always, proper spelling and grammar is a must for every assignment. Use complete sentences. Use evidence from text and internet to support your comments and opinions. Cite the sources of evidence that support statements.

Here is the Essay and CRQ assignment template:

Your name followed by Week number: Title of Essay or CRQ

Topic Sentence

Body of Essay or CRQ

Conclusion

Sample Essay or CRQ

Doe Week 2 Essay (or CRQ): The Impact of Race Relations

Topic Sentence: Poor race relations are hindering the ability of the US to compete globally.

Body with supporting evidence and sources citations

Conclusion: The US therefore needs to work toward elimination of poor race relations.

ENG230 Discussion Explanation

You get to express your opinions here, but do so in complete sentences.

Here is the assignment template and the graded components for Discussion Forums:

1. Your name Discussion Forum number: Title of Article or Question: this is what's under consideration.
2. Evidence of Reading Article: Demonstration that article or question under consideration was read.
3. Specific Citation: Specific citation of comments in article or question that you take issue with or agree with.
4. My Opinion: Some statement of your opinion regarding article or question. Make your statement using Critical Thinking skills.
5. The Facts: Some factual information to support your opinion.

Grading of Discussion Forums is based on 100 points. Points are deducted from the 100 maximum possible.

1. Grammar and spelling -1 point each incident
2. Not answering the question -30
3. Omission of giving supporting evidence for opinion -10
4. Omission of student name with week number of Discussion Summary or title -5
5. Omission of citation of supporting evidence where appropriate -10

Sample Discussion Forum

Doe Discussion Forum 2: Political Correctness is Driving LA Crazy

Evidence of Reading: The author of the article is says PC is driving LA nuts because no one knows which way is up.

Specific Citation: He specifically writes, "PC in LA is driving LA crazy for three reasons....

My Opinion: LA can keep driving itself nuts as far I'm concerned.

The Facts: LA is listed fifth in the nation in terms of crazies, there's nothing we can do to change it.....

Here is the Discussion Forum Assignment Template. Copy the headers below into each forum and simply fill them in for your own assignments that you turn in:

Your late name plus Discussion Forum number: the Title of Article or Question:

Evidence of Reading:

Specific Citation:

My Opinion:

The Facts:

ENG 230 Summary Explanations

Summaries are simply a distillation of the main points you learned from various assigned lectures and the text.

There are TWO types of summaries. There are Lecture Summaries and there are Short Analysis Summaries.

Lecture Summary Explanation

When you are asked to list five keys you learned from an assigned lecture or text simply list the points with a short explanation of the key point. Also comment on anything that struck you as new or interesting. Use complete sentences and proper spelling and grammar. See the template and sample below.

Lecture Summary Template

Your Name followed by Weekly Summary number and Title of Summary
Topic of Key Point 1 followed by an explanation of the Key Point
Topic of Key Point 2 followed by an explanation of the Key Point
Topic of Key Point 3 followed by an explanation of the Key Point
Topic of Key Point 4 followed by an explanation of the Key Point
Topic of Key Point 5 followed by an explanation of the Key Point
What's New and Interesting: Comment here on what you found new and interesting

Grading is set at 100 points. Write in complete sentences. Deductions from the 100 points are as follows:

1. Omission of "key points": -10 per key point missing
2. Grammar and spelling: -1 per incident
3. Omission of "What's New and Interesting" -10
4. Omission of student name with week number of summary or title -5
5. Omission of citation of supporting evidence where appropriate -10

Title of Weekly Summary: Doe Weekly Summary 2: Race and Education

Point 1: People that attend school have race. This is important because it affects interactions (Text 39)

Point 2: and so on.....

What's New Interesting: I had no idea that education and race were intertwined. This is surprising because.....

Analysis Summary Explanation

Analysis Summaries are simply a distillation of the main points learned from various assigned lectures and the text.

Analysis Summaries need to use the appropriate "Analysis Template." The three Analysis Templates are designed for Short Stories, Poems and Drama. They differ slightly. For each analysis simply copy the format and fill in the blanks. Each Analysis Template is found in the comments sections of the summary and also at the top of the course lesson folder in eLearning classes. The summaries should be no longer than one page in length.

Grading is set at 100 points. Write in complete sentences. Deductions from the 100 points are as follows:

1. Omission of "key points": -10 per key point missing
2. Grammar and spelling: -1 per incident
3. Omission of "What's New and Interesting" -10
4. Omission of student name with week number of summary or title -5
5. Omission of citation of supporting evidence where appropriate -10

Analysis Summary Comments Section

Story Analysis Template (This may be used for story excerpts too)

Analysis Title:

Student Name:

Story Title:

Author:

Theme:

Characters:

Plot:

Point of View:

Setting:

Tone:

Symbolism:

Favorite Character and Why:

What I took away from the story:

Favorite line in the story and why:

How I would change the story:

What I found “New and Interesting”:

Drama Analysis Template

Analysis Title:
Student Name:
Drama Title:
Author:
Theme:
Characters:
Plot:
Setting:
Tone:
Symbolism:
Favorite Character and Why:
What I took away from the story:
Favorite line in the drama and why:
How I would change the drama:
What I found “New and Interesting”:

Poem Analysis Template

Analysis Title:
Student Name:
Poem Title:
Author:
Poem Type:
Poem Meter:
Who is speaking in the poem?
What kind of person is speaking?
Are the thoughts expressed emotional or logical?
What is the outward subject of the poem?
What is the underlying theme of the poem?
What feeling or emotions does the poem evoke in you?
What symbols are found in the poem:
Favorite line in the poem and why:
How I would change the poem:
What I found “New and Interesting”: