

Survey of [Western] World Literature: The Ancient World through the Renaissance

ENGL 2332-Q1
Spring 2004

6:25 - 9:15 p.m.
Pack Unit

Mark Bernier

Course Description

English 2332: Survey of World Literature I introduces the student to the literary masterpieces that represent the Western world, beginning with excerpts from the Hebrew Testament and the Greek epics and culminating with dramatic and poetic works that, in part, characterize the intellectual resurgence known as the European Renaissance. Papers required. Prerequisites: English 1301 and English 1302. Three class hours per week. Three semester hours credit. ([Bulletin of Blinn College 2003-2004 112](#))

Course Objectives

The student's investigation of Western world literature involves the study of three broadly encompassing intellectual and historical periods—the Ancient World, the Medieval Period, and the Renaissance. The student will become familiar with the cultural and historical circumstances—especially the political, social, and religious circumstances—that influenced both the oral and the written traditions of each of these periods; he or she will begin to recognize the characteristics of each of the literary genres that have become synonymous with these intellectual and historic periods; and he or she will learn to appreciate the distinctive and/or representative aspects of a literary work or of a particular author that make that work or author significant in the development of Western intellectual development and literary expression.

Required Texts

Wilkie, Brian, and James Hurt, eds. Literature of the Western World: The Ancient World through the Renaissance. 4th ed.

Vol. 1. Upper Saddle River: Prentice, 1997.

Standard college-level dictionary.

Recommended Handbook

Fowler, H. Ramsey, and Jane E. Aaron The Little, Brown Handbook. 7th ed. New York: Longman, 1998. (7th ed. suffices)

Course Requirements

The student is required to bring the anthology and the dictionary to class daily.

The student will compose and submit

- two MLA-format working bibliographies (associated with the research paper);
- one MLA-format annotated bibliography (associated with the research paper);
- two 1500+ word (text) minimum documented research paper (two copies); and
- a cumulative in-class essay as part of the final examination.

In addition to preparing for the **three scheduled major exams and a final examination**, the student should prepare himself for a few unannounced quizzes.

NB: All writing assignments must be submitted in order for the student to earn credit for the course; the 2000+ word documented research paper must reflect a sincere effort in order for the student to earn credit for the course. The anthology, a college-level dictionary, a highlighter, and appropriate writing materials must be brought to class daily. Any assignment not meeting minimum requirements will not be read and will earn a zero.

Grade Determination

quizzes, participation, conferences	10%
major examinations	30%
working bibliographies	5%
annotated bibliography	10%
documented term papers	30%
<i>passing grade on term paper required to pass course</i>	
final examination	15%

Tentative Due Dates

18 February	first major examination
February	first working bibliography
31 March	second major examination
March	first major paper
March	second major bibliography
13 April	third major examination
21 April	annotated bibliography
April	second major paper
12 May	final examination

Due Dates

No late work is accepted without severe penalty unless the student and the instructor agree on a different due date well in advance of the original due date. Unless otherwise indicated, all assignments are due at the beginning of the class. Severe penalty means one letter grade off for each calendar day the assignment is late.

Grading Criteria for Compositions and In-Class Essays

Editing symbols and chapter-section references used in the marking of student papers are found on the end sheets in The Little, Brown Handbook, **seventh edition**. The following common, inexcusable errors, absent from **A** and **B** papers, occur infrequently in **C** papers and guarantee, when they occur with any frequency, the paper's earning a **D** at best.

agr; s-v; p-a	= error in subject-verb or pronoun-antecedent agreement	Chapter 8a	-	8b
ap	= apostrophe needed or misused	23a	-	23d
cs	= comma splice	11a	-	11b
frag	= sentence fragment	10a	-	10d
fs; r-o; ro	= fused sentence; run-on sentence	11c and 21; 22		
ref	= error in pronoun reference and/or shift, including the indefinite you	12a	-	12f
SLN	= see lecture notes			
sp	= misspelled word	34		
vb	= error in verb form or verb tense	7a	-	7f
ww	= wrong word	31b		
wc	= word choice: perhaps a synonym study, not a thesaurus, is the appropriate resource!			

Grading Criteria

The **A** paper represents original outstanding work; it shows careful thought, fresh insights, and stylistic maturity. Having practically no mechanical errors to distract the reader, it is free of jargon, clichés, and other empty language. Word choice is marked by a high degree of precision and a varied, advanced vocabulary; sentences are structured in a manner that creates interest and rhetorical power. The tone is appropriate for the designated audience. The reader moves through the **A** paper effortlessly because of its effective transitions, lucid organization, and thorough, purposeful development. Having finished, the reader feels that he has learned something, that he has received some unexpected and welcome illumination. In the **A** paper all research material is correctly documented, and formatting adheres to current standards of the Modern Language Association. Directly quoted passages are gracefully integrated into the text with appropriate attribution.

The **B** paper is significantly more than competent. Besides being almost free of mechanical errors, the **B** paper delivers substantial information and makes cogent, fresh arguments—that is, in both quality and interest-value. Its specific points are logically ordered, well developed, and supported, and unified around a clear organizing principle that is apparent early in the paper. The **B** paper's relatively few syntactic, usage, and mechanical errors do not seriously distract the reader, but the language, while neither trite nor bureaucratic, probably lacks the candor and the precision of the most memorable writing. Its transitions, while appropriate, emphasize the logical turnings of the writer's mind, making the reader occasionally more aware of the efforts taken to unify and control an idea than of the idea itself. In the **B** paper all research material is correctly documented, and formatting adheres to current standards of the Modern Language Association. Directly quoted passages are integrated into the text with appropriate attribution.

The **C** paper represents average college-level work. It is a competent expression of ordinary thoughts in ordinary language; its **content/focus** is general, commonplace, or trivial, or not adequately related to the assignment; its **development** is vague, incomplete, or inconsistent; its **organization** lacks adequate or appropriate transitions or relation of ideas. The **C** paper, in addition to meeting all the requirements of the assignment, exhibits a **writing style** that is basically correct and is marred by a relatively few syntactic, usage, and mechanical errors. By relying on generalities rather than precise, illustrative details, the writer of a **C** paper leaves the reader feeling not much better informed than when the reader first picked up the essay. In the **C** paper all research material is correctly documented, and formatting adheres to current standards of the Modern Language Association. Directly quoted passages are integrated into the text with appropriate attribution.

The **D** paper has only skeletal development and organization. Its serious mechanical errors, together with the awkwardness and ambiguity of its sentence structure, make the reader feel slighted, as if his time and attention were of little concern to the writer.

NB: A paper exhibiting major weaknesses in any specific area—**content, development, organization, grammar and mechanics, documentation conventions, writing style**—or, indeed, a failure to address the assignment is usually considered, at best, a **D** paper.

As writing that falls below minimal standards for college-level literacy, the **F** paper shows lack of thought and purpose, little or no organization, numerous mechanical errors, and a garbled or immature style. Sometimes inadequacy in one area is enough to fail a paper—the writer, for instance, may not have control of punctuation, producing fragments or comma splices in almost every paragraph; however, serious weaknesses usually occur in several areas of concern.

A paper should earn the grade **zero** if it contains plagiarized content in any form, including the failure to acknowledge the source of any borrowed material (summarized, paraphrased, and directly quoted) and unmarked exact wording (directly quoted from either a primary or a secondary source), whether a specific well-chosen word, a phrase (two or more words), a clause, or full sentence(s). A paper can earn a **zero** if it does not address the assigned topic or if directions have been either ignored or not followed.

A	95	B+	88	C	75	D+	68	F	50
A-	91	B	85	C-	71	D-	61	F-	25

Class Attendance: Class Attendance Is Expected

Students are expected to attend all classes. An accurate record of each student's attendance is kept by each instructor. It is the student's responsibility to officially drop a class he or she is no longer attending. To officially drop a class the student must obtain the class withdrawal form from an admissions office, complete the withdrawal form, secure the required signatures, and return the completed form to an admissions office. A student who is subject to the TASP [THEA] rules and who acquires the equivalent of two weeks of absences in a required developmental course(s) will be withdrawn from the course and not allowed to attend class. Likewise, a student who is NOT subject to the TASP [THEA] rules and who acquires the equivalent of two weeks of absences in a developmental course will be withdrawn from the course. An appeals process is in place for these students. Students are not assessed absences when representing Blinn College but are responsible for work missed. Class days missed due to inclement weather will be made up as appropriate. A student on scholastic or disciplinary probation should not have any unexcused absences. (Bulletin of Blinn College 2003-04 58)

NB: The instructor is not responsible for ensuring that the student who elects not to attend class and who chooses not to complete a Change of Registration Card is dropped from this course. It is the student's responsibility to officially drop the class. The student should check the academic calendar for Last Day to Drop dates. The student accruing six hours of absences during the course of a long or short academic term is well on the way to ensuring his or her failing the course.

NB: This instructor views arriving to class late and, especially, leaving class before it is dismissed inexcusable.

The student is responsible for all assignments, including those made during any class meeting from which the student has absented himself. Any clarification of directions, etc. for any assigned work will take place during the instructor's conference hours. All assigned work is due before or on the designated day and time. Unless indicated otherwise, all assignments are due at the beginning of class on the day designated. If a student is unable to attend class on the day that an assignment is due, he should nevertheless ensure that the instructor receives the assignment by the designated time. In-class essays and daily quizzes can be made up only if the student's absence is excused in accordance with Blinn attendance policy.

Conference [office] hours are reserved for students who come to class on a very regular basis: These students are encouraged to seek clarification or to pursue a line of questioning stemming from either classroom discussion or individual reading. If, however, the student's need for a conference is more along the lines of academic progress, the student—no matter how many classes he might have missed—should come by to discuss viable options.

Because the nature of the course and the nature of the presentation both invite classroom discussion, any potential impediment to the free flow of ideas cannot be allowed; therefore, **no mechanical recording of class meetings is allowed**. See instructor.

Manuscript Form

All papers should be written in dark ink or typed (dark ribbon, etc.) on standard-size paper--one side only—in accordance with the MLA format as outlined in the MLA Handbook for Writers of Research Papers, 4th, 5th, or 6th edition. (See LBH and hand-outs.) Handwritten papers must exhibit an understanding of the MLA format, including adherence to margin requirements. All bibliographies and works-cited pages, as well as the researched essays, must be typed. Papers must be argued from the third-person and in the literary present tense. All essays and papers submitted must have a title that is both appropriate and adequate. English 2332 is not a course in creative writing: Be certain that the paper's title indicates fully the paper's contents. **No staples; use a paper clip. Do not align right.**

Plagiarism

Pride of accomplishment is the boon of any academic achievement. It should be the goal of each student to put forth the best effort possible for each assignment; progression toward better writing is the reward of diligent application to the tasks assigned. The student who demonstrates a lack of integrity by seeking academic gain (good grades, scholarships, etc.) through avenues that circumvent the rigors and rewards of truthful scholarship will be, at some point, thwarted and ill-prepared to work within an honest system.

Any degree of plagiarism appearing in any assignment submitted by the student will earn that student a zero for that assignment. Egregious plagiarism may result in the student's failing the course. The Blinn College Student Handbook, Brenham Campus states that the following penalty "may be imposed by the instructor and division chairman: an appropriate grade penalty ranging from a grade of zero on the assignment/examination up to and including the imposition of an F for the entire course [for egregious plagiarism]" (26). For clarification of the concept, see Joseph Gibaldi's MLA Handbook for Writers of Research Papers, 3rd, 4th, or 5th edition, which is available for in-library use at the circulation desk, and/or The Little, Brown Handbook 8e, chapter 44 or 9e, chapter 47. And because the numerical equivalent for an F earned for an honest paper is 50, it is better to submit a poor paper than to submit a plagiarized paper.

Blinn Board Policy FLB (Local) defines plagiarism as the "appropriating, buying, receiving as a gift, obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own written work." All students should be aware of the several different types--not levels--of plagiarism, including the failure to properly indicate directly quoted passages, phrasings, or significant wordings as such by the proper use of quotation marks, as well as other failures, including misattribution of cited material, as early as possible in the semester. Students should also be made aware that collusion is considered to be as egregious an offense as plagiarism is.

Blinn Board Policy FLB (Local) defines collusion as the "unauthorized collaboration with another person in preparing written work for fulfillment of course requirements."

Due Dates

No late work is accepted without severe penalty unless the student and the instructor agree on a different due date well in advance of the original due date. Unless otherwise indicated, all assignments are due at the beginning of the class. Severe penalty means one letter grade off for each calendar day the assignment is late.

ADA Policy

Blinn College would like to help students with disabilities achieve their highest potential in college. In order to receive accommodations on examinations or assignments, proper documentation must first be provided to the Office of Disability Services.

Decorum / Civility Statement

Members of the Blinn College community, which includes faculty, staff, and students, are expected to act honestly and responsibly in all aspects of campus life. Blinn College holds all members accountable for their actions and words. Therefore, all members should commit themselves to behav[ing] in a manner that recognizes personal respect and demonstrates concern for the personal dignity, rights, and freedoms of every member of the College community, including respect for College property and the physical and intellectual property of others. If a student is asked to leave the classroom because of uncivil behavior, the student may not return to that class until he or she arranges a conference with the instructor; it is the student's responsibility to arrange for this conference.

Other Considerations

The Internet cannot be considered a final, authoritative source of information; therefore, the Internet and information obtained therefrom should not contribute to any aspect of the research for any paper associated with this course unless it has been cleared with the instructor well beforehand.

The student will be held responsible for all assignments, even reading assignments not actually discussed during scheduled class meetings. Class meetings are designed to further understanding; therefore, class time will be spent exploring—not explaining—the assigned reading. In short, the student must come to class prepared to discuss any and all aspects of the assigned reading.

The student should bring to the classroom setting notebook paper, functioning pen, dictionary, the Wilkie-Hurt anthology, and all handouts. The student should not at any time rely on borrowing; borrowing will be construed as a sign of ill preparedness, which, in turn, affects the student's participation grade.

Time for Shakespeare?

Tentative Course Outline and Schedule of Readings Spring 2004

The student is responsible for understanding the vocabulary found in the readings, the very words (familiar and unfamiliar to the student) that constitute the philosophical concepts and arguments. The student should annotate his or her textbook carefully. Dates listed are dates by which the assigned reading should have been read.

Week 1

21 Jan.	Arnold's <u>Culture and Anarchy</u> (excerpted)	handout
	Tillich's "The Lost Dimension of Religion"	handout
	Frye's <u>The Educated Imagination</u> (excerpted)	handout
	Hemminger's "The Translator's Task: Crossing Cultural Bounds"	handout
	"The State of Translation" <u>Delos 2</u> (1968)	handout
	The Ancient World	1-15

Week 2

28 Jan.	<u>Gilgamesh</u>	16-66
	The Old Testament: introductory notes	67-69
	Job (excerpted)	93-122
	Psalms (excerpted)	123-29
	The Homeric Epic	129-33

Week 3

4 Feb.	Homer's <u>Iliad</u> (excerpted)	133-274
	Sappho's poems	597-605

Week 4		
11 Feb.	Homer's <u>Odyssey</u> (excerpted: Books 1-4, 9, 10, 16-24)	275 ~ 596
	Sophocles	735-37
	Sophocles' <u>Antigone</u>	785-833
Week 5		
18 Feb.	major examination	
	Aeschylus and the <u>Oresteia</u>	606-10
Week 6		
25 Feb.	Aeschylus' <u>Agamemnon</u>	610-63
	Plato's <u>Ion</u>	924-38
	Plato's <u>Republic</u> (excerpted: "The Parable of the Cave")	938-42
	Aristotle's <u>Poetics</u> (excerpted)	962-80
Week 7		
3 Mar.	first working bibliography due	
	Aristophanes	869-71
	Aristophanes's <u>Lysistrata</u>	872-924
	Catullus' poems	980-90
Week 8		
10 Mar.	Virgil's <u>Aeneid</u> (excerpted)	991-1103
	Ovid's <u>Amores</u> (excerpted)	1103-26
	Ovid's <u>Heroides</u> (excerpted)	1126-43
Week 9		
24 Mar.	Ovid's <u>Metamorphoses</u> (excerpted)	1143-53
	The Middle Ages	1163-72
	Qur'an (excerpted)	1173-85
Week 10		
31 Mar.	major examination	
	<u>Beowulf</u>	1191-1257
Week 11		
7 Apr.	first documented paper due	
	Dante's <u>Inferno</u>	1384-1523
	<u>Everyman</u>	1721- 45
Week 12		
14 Apr.	second working bibliography due	
	Chaucer's <u>General Prologue</u>	1612-30
	Chaucer's <u>Miller's Tale</u> , and <u>Pardoner's Tale</u>	1630 ~ 1685
Week 13		
21 Apr.	major examination	
	Capellanus' <u>The Art of Courtly Love</u> (excerpted)	1316-43
	Marie de France's "Bisclavret"	1346-53
	Anselm's <u>Prologium</u>	1367-72
	Aquinas's <u>Summa Theologica</u> (excerpted)	1372-77
Week 14		
28 Apr.	annotated bibliography due	
	The Renaissance	1747-62
	Petrarch's poems	1763-73
	Boccaccio's <u>Decameron</u> (excerpted)	1774-1813
	Machiavelli's <u>The Prince</u>	1816-29
Week 15		
5 May	Montaigne's "Of Cannibals"	1858-72
	Donne's poetry	2093-2104
	Milton	2105-10
	The Arguments	handout
	Milton's <u>Paradise Lost: Book IX</u>	2162-91
Week 16		
12 May	final examination	