

LIT 350 – Word Literature

Fall, 2016 / Carl Winderl, Ph.D. / 10:05 - 11:20 M|W & 2:15 - 3:30 W / Garden Room & Conf. Room

Texts

Hamlet. William Shakespeare. New York: Penguin Books, 2001.

The Norton Anthology: English Literature – “The Major Authors/Eighth Edition/Volume A.”
M.H. Abrams, General Editor. New York: W.W. Norton & Company, 2006.

Seeking Cultural Perspectives

This course is part of the General Education Program at Point Loma Nazarene University listed under the category of “Seeking Cultural Perspectives.” By including this course in a common educational experience for undergraduates, the faculty supports the survey of human endeavors from a historical, cultural, linguistic, and philosophical perspective, including developing critical appreciation of human expression – both artistic and literary. This sequence is planned to acquaint the student with the history, thought, and culture of civilization. The literature studied as part of this sequence is somewhat limited because such a relatively large body of literature needs to be considered in just one semester. Nevertheless, several goals, objectives, and outcomes from this study can be achieved by the diligent student.

Course Description

This Masterpieces of World Literature I is designed to provide a survey of classic texts associated with the Middle Ages and Elizabethan Period into the Renaissance, Neoclassical, and Romantic Periods. Furthermore, this course meets the general education requirement in the Masterpieces of Literature section under the category “Seeking Cultural Perspectives.” The course also meets requirements for majors in Literature, Journalism, and Liberal Studies.

Course Objectives

The diligent student will seek to achieve an understanding and awareness of:

- 1 – selected masterpieces of world literature;
- 2 – literary types, genre, movements, traditions, and terms;
- 3 – literature as an art form;
- 4 – universal themes and issues: e.g., MEN AND WOMEN AND THEIR VALUES;
- 5 – human nature, to thereby understand one’s self and others’;
- 6 – how to write and talk “about” literature by expressing one’s critical reactions.

In addition, this course will enable students to experience the **Institutional Learning Outcomes** as members of the PLNU Community; they will:

display openness to and mastery of foundational knowledge & perspectives;
think critically, analytically, and creatively;
communicate effectively;

demonstrate God-inspired development and understanding of self and others;
live gracefully within complex professional, environmental and social contexts;

engage in actions that reflect Christian discipleship in a context of communal
service and collective responsibility;
serve both locally and globally in a vocational and social setting.

Furthermore, this course will also enable students to experience the **General Education Program Learning Outcomes** as members of this class; they will:

Learning: Informed by our faith in Christ

Students will

- A. Demonstrate effective written & oral communication skills, both as individuals and in groups
- B. Use quantitative analysis, qualitative analysis, & logic skills to address questions & solve problems
- C. Demonstrate effective & responsible use of information from a variety of sources

Growing: In a Christ-Centered Faith Community

Students will

- A. Examine the complexity of systems in the light of the reconciling work of God in Christ
- B. Demonstrate a respect for the relationships within and across diverse communities

Serving: In a Context of Christian Faith

Students will engage in acts of devotion and works of mercy informed by Christian scriptures and tradition, rooted in local congregations, and expressed as love of God and neighbor.

Finally, because of this course, students will be able to:

- 1. Closely read (**comprehension**, **analysis**) and critically analyze (**analysis**) texts in their original languages and/or in translation.
- 2. Recall (**knowledge**), identify (**knowledge**), and use (**application**) fundamental concepts of literary study to read and discuss texts
 - a. Standard literary terminology
 - b. Modes/genres of literature
 - c. Elements of literary genres
 - d. Literary periods (dates, writers, characteristics, and important developments)
 - e. Extra-literary research
- 3. Connect (**synthesis**,) the works with their own lives and with the social, cultural, and historical contexts of the works and their authors.

Course Requirements

If you wish to master the course material, **CLASS ATTENDANCE** is necessary – imperative if you wish to pass the course with any kind of respectable grade. Rest assured there is an inexplicable correlation between class attendance and grade performance. N. B.: I will take Attendance daily.

The daily **READING ASSIGNMENTS** should be considered as minimum requirements. Read as widely as possible for this course. Individuals differ in reading ability, and some students might be able to read much more than the minimum requirements. Warning!!! Occasional **POP QUIZZES** will be given at the discretion of the instructor.

Each student will be required to compile a body of work known as **ANNOTATED SITE REPORTS**. Briefly, this assignment will be a one-page synopsis of any given work and your real-world connection to it by visiting a site that reveals its literary history; you may pursue a specific connective “idea” by noting cultural or cross-cultural applications through character analysis, plot relevance, setting, tone, site “relevance,” and comparison, or contrast, etc. You will receive in class the required form to use and further instructions for how to compile this body of work. Be it known here, though, that you must complete and hand in five (5) of these literary “visitation” responses, although I will accept up to six (6) of them during the course of the semester; however, I will drop the lowest. You may hand in one (1) and only one (1) per week, and the due date for each is Wednesday at the beginning of class. N.B.: I Do NOT accept Late Papers. So, plan ahead.

In addition to the Annotated Site Reports and occasional Spot Quiz, each student will be required to write a **FORMAL ESSAY** (approximately 550 to 700 words in length) or to make a 15- to 20-minute in-class **LITERARY LANDMARK PRESENTATION** (a one-page outline must, however, be handed in at the time of the presentation). The instructor will provide a list of possible topics, but students desiring to write an essay or make a presentation on a topic not listed must first consult with the instructor. The essays should, of course, follow the principles of good writing and thinking that was learned in WRI 110, 115, 116, or 120 (or their equivalent) or should follow the principles of good speech making/presenting learned in COM 100 (or its equivalent).

Some suggestions for earning a “Good Grade” on the Formal Essay or the Literary Landmark Presentation and the Annotated Site Reports:

Papers must be typed or printed out by a computer. Please consider your instructor’s eyes and see to it that the type is dark and legible and that the font is simple.

AVOID PLAGIARISM!!! Do not copy from Masterplots, SparkNotes, or any other outline or critical source, on-line or otherwise. The instructor reserves the right to challenge or reject any paper which he suspects is not the student’s original work. Any plagiarized work – Formal Essay, Mid-Term, Final Exam, Annotated Site Report, Spot Quiz -- will result in an AUTOMATIC “F” for the Course! (Also, see the institutional policy below*.)

Do not merely summarize, i.e., retell the story. Show your understanding of the contents of the work(s) but show also that you thought about the topic and the related work(s) that you have read/ place(s) that you have visited. Be sure that your essay/presentation has a clearly stated thesis. Support any generalizations with specific references to the text/site.

Finally, **NO LATE PAPERS** will be accepted. All Formal Essays are due or all Literary Landmark Presentations must be handed in class or made in class by Monday, November 7th. N.B.: Students may always hand in a Formal Essay or Annotated Site Report **early!**

Electronic Devices

Cell phones must be disabled during class (no texting, I-M-ing, etc.), and laptops can only be used for note-taking (in the front row and visible to the instructor, with *wi-fi disabled*). Other inappropriate use will heavily impact the class participation portion of students’ grades.

*LJML Department Policy on Plagiarism: The Department of Literature, Journalism, and Modern Languages deems intellectual and academic integrity to be critical to academic success and personal development; therefore, any unethical

practice will be detrimental to the student’s academic record and more character. Students who present the work of others, which includes but is not limited to borrowing another student’s work, buying a paper, or using the thoughts or ideas of others as if their own (using information in a paper without citation), commit plagiarism. Students will be held accountable for plagiarized material whether the material was plagiarized intentionally or unintentionally. Plagiarized work will result in a failing grade for the assignment and possibly for the course. In either event, a written report will be filed with the department chair and area dean. The dean will review the report and submit it to the provost and the vice-president for student development. It will then be placed in the student’s academic file.

All students are expected to meet the standards for this course as set by the instructor. However, students with learning disabilities who may need accommodations should discuss options with the Academic Support Center during the first two weeks of class. The ASC will contact professors with suggested classroom needs and accommodations. Approved documentation must be on file in the ASC prior to the start of the semester. These qualified students should also discuss available options and alternatives with the instructor during the first two weeks of the semester and provide approved documentation and verification of need. In addition, the Academic Support Center is available to students for a variety of tutorial and curricular needs.

Assessments and Measurements

The Final Grade for this course will be determined on the following basis:

Mid-Term Examination – 50 points	50
Final Examination – 50 points	50
Annotated Site Reports – 10 points each	50
Formal Essay / Literary Landmark Presentation	50
Quizzes and Class Participation – 50 points	<u>50</u>
Possible Total Number of Points	250

In addition, the Final Grade can be affected positively or negatively by the following factors:

- ++++ faithful attendance in class and active participation in discussions and “activities”;
- excessive absences, inattention in class, general lack of interest and punctuality.

[For THE SCHEDULE OF ASSIGNMENTS listed below under the **Course of Study**, all authors can be found in the texts, The Norton Anthology of Literature, Volume A and Hamlet. The assigned reading for any given day should be read **prior to** attending class on that given day. Keep in mind also that the syllabus is a contract between the student and the instructor. The student is responsible for keeping this document and for referring to it for daily assignments. Losing the syllabus or failing to consult it is no excuse for being unprepared for class. Finally, the **Course of Study** is subject to change for a variety of reasons, at the instructor’s discretion.]

Course of Study

Monday, August 8th Introduction to the Course.

Wednesday, August 10th Beowulf

Monday, August 15th Geoffrey Chaucer

Wednesday, August 17th Julian of Norwich; The English Bible; Queen Elizabeth

Monday, August 22nd “The York Play of the Crucifixion”

Wednesday, August 24th Sir Thomas Malory

Monday, August 29th Sir Walter Raleigh and Christopher Marlowe

Wednesday, August 31st Christopher Marlowe, *Doctor Faustus*

Monday, September 5th Christopher Marlowe, *Doctor Faustus*

Wednesday, September 7th Philip Sidney and Mary (Sidney) Herbert

Monday, September 12th John Donne

Wednesday, September 14th . . . **Mid-Term**

Wednesday, September 21st Robert Herrick and Amelia Lanyer

Monday, October 3rd William Shakespeare, *Hamlet*

Tuesday, October 4th Shakespeare, *Hamlet*

Wednesday, October 5th Shakespeare, the “Sonnets,” and George Herbert

Monday, October 10th Ben Jonson and Mary Wroth

Wednesday, October 12th Katherine Philips and Margaret Cavendish

Monday, October 17th Richard Lovelace and Andrew Marvell

Monday, October 24th John Milton

Wednesday, October 26th John Milton

Monday, October 31st Jonathan Swift

Wednesday, November 2nd Jonathan Swift

Monday, November 7th Samuel Johnson

Formal Essay / Literary Landmark Presentation due IN CLASS

Wednesday, November 9th Olaudah Equiano and Frances Burney

Monday, November 14th **FINAL EXAMINATION . . . 9:00 - 11:00**

Instructor: **Carl Winderl, Ph.D.**

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Office: **TBA . . .** Office Hours: **Monday & Wednesday 1:30 – 2:30 . . . and by appointment**