

English 2413: World Literature I Antiquity through the Renaissance

Instructor: Mrs. Brooks McDonald

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This course is designed to introduce students to a selection of classic texts from antiquity through the Renaissance, which have been chosen for their significance in shaping the institutions, thought, literature and arts of both Western and non-Western civilizations. As we study these texts, we will develop skills and habits of close observation, analysis and argument, as well as respect for different ideas and cultures. We will discuss the importance of these texts in their cultural context; their significance in shaping cultural norms; their influence on literature and art throughout the centuries; and their meaning for us today. We will focus primarily on three skills: a firm knowledge of the content of the works; the ability to do close reading and analysis; and the ability to integrate various works through the discussion of common themes. This course has no prerequisite, and it satisfies in part the humanities requirement for most majors, as well as the English major and minor.

Required Texts (available at the College Bookstore or Amazon):

SYMPOSIUM (Hackett, trs. Nehamas, Woodruff), ISBN-13 : 979-8621626914

THE AENEID (Bantam, tr. Mandelbaum) ISBN-13 : 978-0553210415

METAMORPHOSES (Penguin, tr. Raeburn) ISBN-13 : 978-0140447897

ARABIAN NIGHTS (Norton, tr. Heller-Roazen) ISBN-13 : 978-0393928082

POETRY SELECTIONS (John Donne) *Provided by instructor*

DOCTOR FAUSTUS (Northon, tr.) ISBN-13 : 978-0393977547

HAMLET (Shakespeare, Folger Ed.) ISBN-13 : 978-0743477123

DON QUIXOTE (Harper Collins, tr. Grossman) ISBN-13 : 978-0060934347

Assessment of THECB core objectives for LANGUAGE, PHILOSOPHY & CULTURE

- **Critical Thinking**
 - To assess a student's critical thinking skills, the Close Reading rubric will be applied to the Close Reading Paper.
- **Communication**
 - To assess a student's communication skills, the Close Reading rubric will be applied to the Close Reading Paper.
- **Personal Responsibility**
 - To assess a student's personal responsibility, the Writing Responses rubric will be applied to several Writing Responses.
- **Social Responsibility**
 - To assess a student's social responsibility skills, the Close Reading rubric will be applied to the Close Reading Paper.

Course Requirements:

1. **Participation (15%):** You will get the most out of class and improve the formulation of your thoughts if you participate in the discussions. I encourage you to speak with all of your classmates and respond to one another's ideas, rather than addressing your thoughts only to me. Students should be prepared to ask questions and engage in discussion of course content. This is a college class; if you do not pay attention and do not complete assignments, your grades will reflect the amount and quality of effort you put in (or don't) to the course.
2. **Writing Responses (15%):** I will post questions on Blackboard each week. Please respond to one question in writing (by hand or computer), submit a paper copy of your answer to me by Wednesday, and be prepared to discuss the other questions in class as well. Your written response should be brief: between half a page and one page long, double-spaced. What I am looking for is original ideas and thoughts that are rooted in the text, not length or plot summary (A sample of these assignments will be used to assess the THECB core objective of personal responsibility).
3. **Recitations (10%):** We will have a few selections that will be committed to memory. Students are expected to present their recitation.
4. **Opening Discussion (10%):** At the beginning of the semester you will sign up to open discussion on two days. You will be expected to briefly discuss something that interests you in the assignment and raise a topic to initiate class discussion. You should briefly explain the topic, say why you think it is significant, offer a few of your own thoughts on it, and then ask the class what they think. You may use a study question as the starting-point for opening discussion (3-5 minutes).
5. **Close Readings (2-3 pages, not counting the cited text or works cited page; 15%):** We will be doing a lot of close reading in class, and this paper will help you to develop this skill on your own. You must follow MLA style for format, direct quotes from the primary source, and works cited. (This assignment will be used to assess THECB core objectives of communication skills, critical thinking, and social responsibility.)
6. **Take-Home Midterm Exam (15%):** The midterm will include a close reading and an essay topic.
7. **Final Exam (20%):** The final will include IDs, a close reading, and an essay topic.

Please note: the penalty for deliberate plagiarism on any assignment will be an F in the course and the commencement of disciplinary proceedings.

Office Hours: My office hours are by appointment only. I am always happy to help you with any questions you may have, whether they are about the texts we are reading, assignments, exams, absences, or anything else.

Communication: I will also post announcements on the Announcements section of Blackboard, which you should check regularly. Please use Blackboard as your main means of communication for this course.

Blackboard: Study questions, handouts, and additional course-related material, required or recommended, will be posted on Blackboard.

Academic Accommodations: If you require special accommodations, please contact Disability Support Service, 168 Clark Student Center, 397-4140, at the beginning of the semester so that appropriate arrangements can be made. Arrangements cannot be applied retroactively.

FERPA

Please note that, per Federal law, your grades and performance in this course are confidential between myself and the individual student. The course professor cannot talk to your parents or to anyone else about your performance without violating FERPA regulations. You are responsible for your in-class behavior and academic performance in this course.

Classroom Procedures and Conduct

All standard rules and procedures laid out in the Responsive Ed Parent-Student handbook, FCAC Campus Handbook Supplement, and the MSU Student Code of Conduct will apply to this course.

The instructor will especially expect the following from all students:

1. Punctual and regular attendance.
2. Food is not permitted in the classroom. Students are permitted to water in class only.
3. Students will show appropriate respect and courtesy towards their classmates and the course instructor.
4. All students must be seated and prepared (with notes, pens, and textbooks) for class *before* the official start of class periods.

Computers: While pencil to paper notes are preferred, you may bring your computer to class to take notes if you wish, but you may access the Internet only with my consent, e.g. to look up something related to our discussion. ***You may not check email or do your homework during class. Use of a computer in an unauthorized way may result in loss of computer privileges during class time.***

Cell Phones: You may not use your cell phone at all in class or at exams.

Books: You must bring your book to class, as we will be looking closely at selected passages. Translations vary widely, and these editions have been selected as the most authoritative available. E-texts are not permitted in this class.

MSU Safe Zone Statement: This classroom is a “safe zone” in which all students will be treated and will treat one another equally, regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Diversity of thought is encouraged.

Your grade will be lowered for repeated or serious violations of any of these, MSU, or FCA Corinth’s policies.

From the MSU Student Handbook:

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Dean of Students office.

a. The term "cheating" includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or (3) the acquisition, without permission, of tests or other academic material belonging to a member of the university faculty or staff.

b. The term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

c. The term "collusion" means collaboration with another person in preparing work offered for credit if that collaboration is not authorized by the faculty member in charge.

Ignorance of the definitions of plagiarism will not be accepted as an excuse for academic dishonesty.

Schedule

August

Week 1 (August 11-12): Plato, *The Symposium*

Week 2 (August 15-19): Plato, *The Symposium*

Week 3 (August 22-26): Virgil, *The Aeneid*, Books 1-6

Week 4 (August 29 - September 2): Virgil, *The Aeneid*, Books 7-12

September

EARLY RELEASE SEPTEMBER 2

NO SCHOOL SEPTEMBER 5

Week 4 (September 6 - September 9): Ovid, *Metamorphoses*, pp. 1-25, 28-42, 88-90, 99-104, 109-16, 133-39 **Close Reading Paper #1 Due**

Week 5 (September 12 - September 16): Ovid, *Metamorphoses*, pp. 161-71, 191-202, 210-25, 230-43, 323-28, 382-96, 466-67

Week 6 (September 19 - September 23): Ovid, *Metamorphoses*, pp. 534-41, 579-87, 630-36. *The Arabian Nights*, pp. 3-26

Week 7 (September 26 - September 30): John Donne, *Poetry Selections* (to be distributed by instructor)

October

Week 8 (October 3 - October 7): Marlowe, *Dr. Faustus*

NO SCHOOL OCTOBER 10 & 11

Week 9 (October 12 - October 14): Marlowe, *Dr. Faustus*, **Take-Home Midterm Due**

Week 10 (October 17 - October 21): Shakespeare, *Hamlet* (Act I - Act II)

Week 11 (October 24 - October 28): Shakespeare, *Hamlet* (Act III- Act IV)

November

Week 12 (October 31 - November 4): Shakespeare, *Hamlet* (Act V), Miguel de Cervantes, *Don Quixote*, (Prologue, Ch. 1-5), **Close Reading Paper #2 Due**

Week 13 (November 7 - November 11): Miguel de Cervantes, *Don Quixote*, (Ch. 6-10)

THANKSGIVING BREAK NOVEMBER 21 - 25

Week 14 (November 28 - December 2): Miguel de Cervantes, *Don Quixote*, (Ch. 11-17)
December

Week 15 (December 5 - December 9): Miguel de Cervantes, *Don Quixote*, (Ch. 19-24),
Final Exam Week

Week 16 (December 12 - December 16): Miguel de Cervantes, *Don Quixote*, (Ch. 32-42)
EARLY RELEASE DECEMBER 16

English 2413
Close Reading Rubric

CRITERION*	EXCELLEN T	GOOD	SATISFACTORY	POOR	FAILING
<p><i>Context (Social responsibility)</i></p> <p>Does the essay establish connections between contemporary society and various cultural and literary traditions? Does the essay discuss how the primary texts demonstrate not just the respective aesthetic concerns of the author(s) but civic and social engagement as well?</p>					
<p><i>Content Development (Critical Thinking Skills)</i></p> <p>Does the essay present a clear position and provide a thorough analysis of the issue/problem?</p>					
<p><i>Genre and Disciplinary Conventions (Communication Skills)</i></p> <p>Does the essay assert a position with a thesis statement placed at the end of the introduction? Does the essay provide body paragraphs that focus on one idea and support it with several examples and details? Does the essay present an organized discussion?</p>					
<p><i>Sources and Evidence (Communication Skills)</i></p> <p>Does the essay provide specific examples and/or explanation?</p>					
<p><i>Control of Syntax and Mechanics (Communication Skills)</i></p> <p>Is it stylistically appropriate for an academic reader? Does the essay demonstrate proficiency in standard written English?</p>					
<p><i>Mechanics (Communication Skills)</i></p> <p>Are sentences complete, appropriate punctuation, vocabulary, formatting, etc. used?</p>					
<p><i>Comments</i></p>					

Adapted from the *Critical Thinking, Written Communication, and Ethical Decision-making Value Rubrics* published by Association of American Colleges and Universities (AACU).

English 2413
Writing Response rubric

CRITERION*	GOOD	SATISFACTORY	POOR	Comments
<p><i>Context</i></p> <p>Does the response explore the ethical stance of the narrator and, as relevant, speculate on the ethical stance of the author? Does it take a position on the ethical questions raised in the text?</p>				
<p><i>Content Development</i></p> <p>Does the essay present a clear position and provide a thorough analysis of the issue/problem?</p>				
<p><i>Sources and Evidence</i></p> <p>Does the essay provide specific examples and/or explanations?</p>				
<p><i>Mechanics</i></p> <p>Are sentences complete, appropriate punctuation, vocabulary, formatting, etc. used?</p>				

Adapted from the *Written Communication and Ethical Decision-making Value Rubrics* published by Association of American Colleges and Universities (AACU).