

**ENG-205 SECTION
WESTERN LITERARY TRADITION
Online Course
SPRING 2021 SYLLABUS**

Course Number & Name: ENG 205 The Western Literary Tradition

Credit Hours: 3.0 **Contact Hours:** 3.0 **Lecture:** 3.0 **Lab:** N/A **Other:** N/A

Prerequisites: Grade of "C" or better in ENG 102

Co-requisites: None

Concurrent Courses: None

Course Outline Revision Date: Spring 2021

Required Textbooks:

Your readings will be provided by your professor via PDFs.

Course Description: The literary tradition of the western world is examined from its ancient roots through its culmination in the European Renaissance. Students will do an intensive study of selected literary masterpieces.

General Education Goals: ENG 205 is affirmed in the following General Education Foundation Categories: Humanistic Perspective and Global and Cultural Awareness of Diversity. The corresponding General Education Goals are respectively as follows: Students will analyze works in the field of art, music, or theater; literature; and philosophy and/or religious studies; and will gain competence in the use of a foreign language; and Students will understand the importance of global perspective and culturally diverse peoples. ENG 205 also addresses the General Education Integrated Course Goal: Information Literacy, which is as follows: Students will address an information need by locating, evaluating, and effectively using information.

Measurable Course Performance Objectives (MPOs):

Upon successful completion of this course, students should specifically be able to do the following:

1. Discuss the universality and diversity of cultural values of the western world as expressed in its literature:
 - 1.1 identify and describe specific themes that identify the universality and the diversity of literary thought; and
 - 1.2 explain these universal and diverse themes as reflected in the specific literary work
2. Apply critical and analytical approaches to the study of literature:
 - 2.1 define basic terms and concepts used in literary discussion;
 - 2.2 analyze and describe how these terms and concepts operate in each work studied; and
 - 2.3 use these terms and concepts as the basis for literary analysis
3. Write critical and analytical essays about literary works:
 - 3.1 write several short critical and analytical essays about selected works studied;
 - 3.2 use appropriate citations from the source work to support the development of the thesis idea in the critical essay;
 - 3.3 write a longer documented literary research paper about a work relevant to the course;
 - 3.4 use appropriate citations from the source work to support the development of the thesis in the documented literary research paper;
 - 3.5 use the library and other resources to find relevant, scholarly secondary source material in support of the thesis in the documented literary research paper;
 - 3.6 write in one's own voice in the essay while properly incorporating primary and secondary material; and
 - 3.7 prepare the documented literary research paper in standard MLA format

Course Assignments Explained:

Readings

All of your readings have been uploaded to Moodle as PDFs by the professor. All you need to do is click on them and they will open up for you.

Discussion Forum Responses

After reading the assigned texts, students must post a 300 to 400-word response. While these are not necessarily formal five-paragraph essays, students are still expected to write in paragraph form and even cite (quote or

paraphrase) from the assigned texts (MLA Style). These are NOT summaries so please do not simply retell what you have read, rather, the professor wants your opinions on the texts.

Three Critical Analysis Papers

These papers will demonstrate, on a large scale, the students' knowledge attained during the semester. They will be ten paragraphs in length. The professor will hand out topics for the students to choose from and write on. These papers must utilize MLA style.

Grading Policy:

25% - Discussion Forum Responses

25% - Critical Analysis Paper #1

25% - Critical Analysis Paper #2

25% - Critical Analysis Paper #3

Late/Missed Assignments:

Work that is not handed in or missed due to absence, tardiness, and everything else related, will not be accepted.

Grade Interpretation:

A = 90-100

B+ = 85-89

B = 80-84

C+ = 75-79

C = 70-74

D = 60-69

F = 00-59

Note on Incompletes:

To receive an "I" (Incomplete) grade in extraordinary circumstances you must have completed 75% of the assigned work with a grade of "C" or better. A contract for an incomplete grade must be signed by the student and professor and approved by the area coordinator before the grade of "I" can be assigned.

Academic Integrity:

Plagiarism (the act of copying the work of another and presenting it as your own) is a serious offense, and it will result in a grade of "F." Plagiarizing is stealing and using information without giving credit to the source. The first violation results in failure for the assignment. A second violation results in failure for the course.

Classroom Decorum:

Although it is assumed that all college students are adults and consequently will conduct themselves in an appropriate and mature manner, any inappropriate or disruptive behavior, or behavior which infringes on or is detrimental to the rights and abilities of other students to engage in usual learning experiences and exercises may result in a student being dropped from the course, or being asked to drop the course. This is a college course and it seeks to operate in an atmosphere of mature, mutual respect. Students are encouraged to ask questions relevant to the subject matter. Discussions and debates—even disagreements—are acceptable and often encouraged, or at least facilitated. However, a hostile environment will not be tolerated, and all involved should seek to engage in discussion with a sufficient degree of sensitivity to (and for) one another's feelings. Any hate speech (defined by the professor as communication that is of a racist, sexist, homophobic, or otherwise hostile or insensitive nature) is not acceptable.

Additionally:

While each new week's Moodle window won't be opened until Monday mornings, your assigned readings are listed below on your Tentative Schedule. Because your previous week's work is due before each weekend begins, the professor suggests to read and prepare your Discussion Forum Response in advance so you can post it sooner rather than later once the new week opens up.

Punctuality:

Absences and tardiness will not factor into this online course in a traditional sense, however, students are expected to log into Moodle on a regular basis, complete the tasks assigned, and maintain a reasonable amount of contact with the professor.

Class Cancellations/College Closings:

Because this is an online course things like class cancellations and college closings do not factor into the semester, however, should there be some sort of issue on the side of Essex County College and Moodle stops working for any period of time, do not freak out; simply wait for the professor to reach out to the class and we will play it from there.

Students with Special Needs:

Essex County College welcomes students with disabilities into all of the college's educational programs. It is the policy and practice of Essex County College to promote inclusive learning environments. If you have a documented disability, you may be eligible for reasonable accommodations in compliance with college policy, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and/or the New Jersey Law Against Discrimination. Please note, students are not permitted to negotiate accommodations directly with professors, Academic Chairpersons, and Deans. To request accommodations or assistance, please self-identify at the Office of Student Development and Counseling with the Coordinator of Disability Services. The office is located on the main campus in Room 4122-I, and on Tuesdays at the West Essex Campus, Advisement Center. Contact us by telephone at 973-877-3071 or by email at disability@essex.edu.

TENTATIVE SCHEDULEWeek #1:

- Read over your syllabus
- Discussion Forum Response 1.0

Week #2:

- *The Epic of Gilgamesh* (Tablets I, II, III)
- Discussion Forum Response 2.0

Week #3:

- *The Epic of Gilgamesh* (Tablets IV, V, VI, VII)
- Discussion Forum Response 3.0

Week #4:

- *The Epic of Gilgamesh* (Tablets VIII, IX, X, XI)
- Discussion Forum Response 4.0

Week #5:

- *Beowulf* (lines 1 to 1250)
- Discussion Forum Response 5.0

Week #6:

- *Beowulf* (lines 1251 to 2199)
- Discussion Forum Response 6.0
- **CRITICAL ANALYSIS PAPER #1**

Week #7:

- *Beowulf* (lines 2200 to 3182)
- Discussion Forum Response 7.0

Week #8:

- *Sundiata: An Epic of Old Mali* (from The Words of the Griot Mamadou Kouyaté to the end of The Lion's Awakening)
- Discussion Forum Response 8.0 (due on Wed, Mar 10, by 11:55pm)

Week #9:

- *Sundiata: An Epic of Old Mali* (from Exile to the end of The Names of the Heroes)
- Discussion Forum Response 9.0 (due on Wed, Mar 17, by 11:55pm)

Week #10:

- *Sundiata: An Epic of Old Mali* (from Nana Triban and Balla Fasséké to the end of the story)
- Discussion Forum Response 10.0 (due on Wed, Mar 24, by 11:55pm)
- **CRITICAL ANALYSIS PAPER #2 (due on Fri, Mar 26, by 11:55pm)**

Week #11:

- *Hamlet, Prince of Denmark* by William Shakespeare (ACT I)
- Discussion Forum Response 11.0 (due on Wed, Mar 31, by 11:55pm)

Week #12:

- *Hamlet, Prince of Denmark* by William Shakespeare (ACT II)
- Discussion Forum Response 12.0 (due on Wed, Apr 7, by 11:55pm)

Week #13:

- *Hamlet, Prince of Denmark* by William Shakespeare (ACT III)
- Discussion Forum Response 13.0 (due on Wed, Apr 14, by 11:55pm)

Week #14:

- *Hamlet, Prince of Denmark* by William Shakespeare (ACT IV)
- Discussion Forum Response 14.0 (due on Wed, Apr 21, by 11:55pm)
- **CRITICAL ANALYSIS PAPER #3 (due on Fri, Apr 23, by 11:55pm)**

Week #15:

- *Hamlet, Prince of Denmark* by William Shakespeare (ACT V)
- Discussion Forum Response 15.0 (due on Wed, Apr 28, by 11:55pm)