

English 2300 Close Readings

Course Description: A close reading of related themes, authors, or periods and/or a close viewing of films with related themes or makers. The course will focus on literature, the arts, politics, philosophy, or culture. It will not take the place of other 2000 level courses that require English 1301 and 1302. It will not take the place of ENGL 1302. It is intended for students who do take 6 hrs of composition.

Pre-requisites: English 1301

This particular class will focus on Greek and Roman Culture

Texts: *The Norton Anthology of World Literature Vol A: 2nd edition.*

Instructor: Jim Sanderson Office hours: 2-3, M-F or by appointment.

Important Dates: Final: Last Day to drop a class and receive a Q: Last Day to drop class:

Absences: Student risk failing the class if they do not attend or participate. However, five absences will lower students' grades by 10 points. Tardiness will count as an absence. Students will fail the course with seven or more absences.

Make-up work: If students know that they will miss an assignment, they should make arrangements with the instructor. If students miss an in-class assignment, the instructor will give a harder out-of-class written assignment.

Student with Disabilities: It is the policy of Lamar University to accommodate students with disabilities, pursuant to federal and state law, and the University's commitment to equal education opportunities. Should you need to do so, you should contact the office for disability services to request accommodation. You may also contact the office at <http://dept.lamar.edu/sfswd> or by phone at (409)-880-8347.

Academic Honesty: Students are specifically warned against all forms of cheating and plagiarism. The *Lamar University Student Handbook* states: "Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. Punishable offences include, but are not limited to, cheating on an examination or academic work which is to be submitted, plagiarism, collusion, and the abuse of resource materials." One aspect of the handbook's definition of cheating is, "purchasing, or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm." Plagiarism is defined as, "the appropriation and the unacknowledged incorporation of another's work or ideas into one's own offered for credit." Students seeking to avoid plagiarism should consult with the Instructional Assistant" or recent handbooks such as the *MLA Handbook for Writers of Research Papers* (7th edition). Faculty members in the College of Arts and Sciences investigate all cases of suspected plagiarism.

Plagiarism: Instructors can spot plagiarism. We also have several means to check for plagiarism. If a whole essay is plagiarized, the instructor will fail the student for the entire course. If just part of the essay is plagiarized, the instructor will fail the essay.

STUDENT LEARNING OUTCOMES SOPHOMORE LITERATURE COURSES

Communication:

1. **Writing:** Students will apply the writing skills in English 1301 and 1302 (clear introductions, main body paragraphs, conventional use of grammar and style) to writing about literature.
 - a. Using their reading and/or research, students will compose critical/analytical essays with a clear thesis and introduction.
 - b. Using their reading and/or research, students will compose critical/analytical essays with organized supporting paragraphs.
 - c. Students will use the standard conventions of English grammar and punctuation and write clear and efficient sentences.
 - d. Students will maintain a style and persona appropriate for a particular purpose and audience

2. **Oral or visual communication:** Students will present clear, salient, and supported oral/visual speeches/demonstrations. And/or students will discuss group or class topics.

Critical Thinking (Note: We equate Critical thinking with literary analysis)

Through essays, students will analyze literary works.

Social Responsibility (Note: Since most of what we teach reflects the interplay and the individual within his society, “the one and the many,” and since we do not have field tests or laboratories in our disciplines, we see social and personal responsible as a dynamic rather than two distinct activities.)

Outcome: In written responses (preferably complete essays), presentations, discussions (online or face to face) students will illustrate an understanding of social, cultural, historical, scientific or technological forces that stimulated literature in one or more literary movements or periods.

Personal Responsibility (Note: Since most of what we teach reflects the interplay and the individual within his society, “the one and the many,” and since we do not have field tests or laboratories in our disciplines, we see social and personal responsible as a dynamic rather than two distinct activities.)

Outcome: In written responses (preferably complete essays), presentations, discussions (online or face to face), and potentially in the same response used to measure “social responsibility,” students will illustrate an understanding of the complexities of personal choice or the role of the individual within his or her social and cultural environment—as evidenced in at least one literary work.

Assignments:

- 1) Students will e-mail the instructor responses to class discussions. The instructor will briefly assign a grade to these discussions. Instructor will simply give check, check pluses, or check minus. Also Students will take occasional pop quizzes. These pop quizzes will in turn explain the content of that class 5% of total grade
- 2) Students will turn the paragraphs written above into three essays. 20 % each
- 3) Three tests: a midterm and a final: 10% each.
- 4) Attendance and participation in discussion groups, presentations, or projects. 5%

Nature of class: Students will meet weekly to discuss portions or all of a book or film. They will respond to the discussion and their readings with discussion board postings or in e-mails sent directly to the instructor. The instructor will respond with quick comments, and a check, check pluses, or check minus. Students should then turn these discussions into a portfolio. In turn students will turn these portfolios into two 1000-1500 word critical essays. Students may use research, but it is not required. Thus, to receive a satisfactory grade, student must come to class and participate. The instructor reserves the right to use student comments and essays as examples for other students. The class meetings will be a mixture of lecture and discussion. Weekly syllabus (the instructor has the right to change or reschedule the weekly meetings based on class needs or circumstances..

Week 1: Intro to course, the Greek world. Opening chapters of *The Illiad*: characters, theme, style

Week 2: *The Illiad*, Throughout the course, students should respond to class with posted discussions or comments e-mail to instructor. Pop quizzes will help. The Instructor will also review students' writing in class.

Week 3: *The Odyssey* Complexities of plot and development of theme.

Week 4: *The Odyssey* continued. Review discussion of writing.

Week 5: Review of writing. Essay 1 due Test.

Week 6 . Greek Drama. Aristotle from *Poetics*.

Week 7, *Oedipus the King*

Week 8: *Antigone* (see above: paragraphs and pop quizzes).

Week 9: *Medea*

Week: 10 *Lysistrata*

Week11: Review of writing. Workshops or Editing. Essay 2 due. Test

Week 12: The Roman World, *The Aeneid*

Week13: *The Aeneid*

Week14: *Metamorphoses*

Week 15: *The Stryricon*

Week 16: second essay due, Final This is the final essay and test. No coaching or editing. You are let loose to your own devices here.