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[SPRING 2008 ENG 265 02 READINGS IN LIT OF WESTERN WLD \(ENG26502CS08\) >](#)  
SYLLABUS

MWF 9:00 a.m. until 10:00 a.m. in Evans 360

### COURSE DESCRIPTION

Readings in the classical, medieval, and modern masterpieces of the western world. Written assignments are based on themes and concepts found in the works studied. Open to all students. Required of English majors and minors. Suggested for all majors in the College of Arts and Sciences. Prerequisite: 6 hours of freshman English. Credit 3.

### COURSE OBJECTIVES

- ⇒ To learn how classical literature gives clues for the understanding the ideology of Western Civilization
- ⇒ To develop oral, written, analytical, and critical skills when addressing these types of literature

### ATTENDANCE POLICY

**Attend class.** You are responsible for your success in this class, **so regular attendance is important.** You are allowed three absences. I will deduct one point from your final semester grade for each class that you are absent beyond those three. If you have perfect attention over the semester, I will add three points to your final semester grade. Students are responsible for obtaining missed materials, lecture notes, or assignments from their colleagues. Students should also check Blackboard for reading schedules, announcements, or handouts.

### COURSE REQUIREMENTS (or how to succeed in this class)

1. Prepare for, attend, and *PARTICIPATE* in class activities. You may be excused for an absence only through legitimate written documentation. I will deduct one point for each unexcused absence from your semester average. You will receive three points extra credit for perfect attendance during the semester.
2. On the five Fridays in February, each student shall orally present significant additional information in ninety second increments on *The Iliad* and *The Odyssey*. Observations may be obtained from the Internet or the library, but they must relate to the reading or the period and not be a detail that we discussed in class. The instructor will award scores according to the quality of the information, ranging from 6 for outstanding to 1 for poor. (@ 6% apiece for a total of 30%).

3. Take four exams, one over each literature selection (50%).
4. Complete a semester paper which will serve as your final (20%). Due on last the day of class. Please submit to me through the appropriate link in Assignments. I WILL NOT ACCEPT LATE SEMESTER PAPERS.
5. You will be asked to complete a course/instructor evaluation form toward the end of the semester.
6. I DO NOT OFFER EXTRA CREDIT.

### READING SELECTIONS

All reading selection are posted in Course Documents.

Save each reading in Word before class so that you may highlight and take notes as study guides for the exams. Exams will cover quotations, definitions, and observations made during discussions in class.

### COURSE ASSESSMENT

English 265W is a "WRITING ENHANCED" (W) course; at least fifty percent of the semester's grade must be based on writing. Before you complete your degree, you will be required to complete eighteen hours/six writing enhanced courses. English 164 and English 165 count for six of these hours; this course will add three. You need six hours in your major and three more elective hours.

Your semester average in this course will be based on the following:

*"Student Finds"* (Five Fridays at six points apiece for 30%)

Exams (50%)

- Ancient Cultures and Readings (20%)
- Origins of Drama (10%)
- Byzantine, Muslim, and *Sir Gawain* (10%)
- *Othello* (10%)

**NOTE:** All grades for this course will be posted in the *Blackboard* Gradebook. As *Blackboard* automatically calculates for the final semester grades, consider Gradebook as the official record of your performance. It is your responsibility to see that all grades posted are correct. After May 15, I **will not** make grade adjustments, so make certain of your grades before that time. Your semester average will appear as letter grades: A, B, C, D, F.

## EVALUATION OF RESEARCH PAPER

The semester research paper will be evaluated on the quality of its composition.

### THE "A" PAPER:

Characteristics of the "A" paper surpass those of a "B" paper in frequency and/or significance. Being correct is not enough; the "A" paper shows accomplishment.

**SIGNIFICANCE:** Easily grasped; original; creative; intellectual rigor

**PURPOSE:** Clear; focus maintained

**CONTENT:** Controlling idea explicit or clearly implied; adequate and relevant support

**ORGANIZATION:** Appropriate for purpose and topic; transitions appropriate; effective introduction and closure; unified and coherent throughout

**LANGUAGE:** Sentence structure not merely correct, but effective, varied; word choice effective, precise; tone appropriate to purpose and audience; writer's voice comes through

**GRAMMAR:** Standard American written (unless intentional errors/rhetorical purpose)

**MECHANICS:** Few (minor) or no errors

**SPELLING:** Correct

### THE "B" PAPER:

Writing at the "B" level demonstrates proficiency - everything that is required at the "C" level plus additional control, depth, and expertise. The "B" paper is not only clear and correct but also effective.

**SIGNIFICANCE:** Clear but without the originality or creativity, the depth of thinking, found in the "A" paper

**PURPOSE:** Clear; focus maintained

**CONTENT:** Controlling idea explicit or clearly implied; adequate and relevant support, though less detailed than "A" paper

**ORGANIZATION:** Appropriate for purpose and topic; introduction and closure; adequate transitions appropriate; unified and coherent throughout

**LANGUAGE:** Sentence structure correct, generally varied; word choice generally good; not as consistently so as "A" paper; tone appropriate to purpose and audience; writer's voice present

**GRAMMAR:** Standard American written

**MECHANICS:** Few (minor) or no errors

**SPELLING:** Correct

### THE "C" PAPER:

The "C" paper indicates an acceptable, though not outstanding, paper. In most grading systems, the "C" represents competency---not perfection, but general competency.

**SIGNIFICANCE:** The writer may struggle with this element, not achieving the kind of originality or creativity found in "A" and "B" papers. The depth of thinking is satisfactory but somewhat limited when compared to that of an "A" or "B" writer.

**PURPOSE:** Purpose is clear; focus generally maintained

**CONTENT:** Simple but clear; controlling idea is clear, with specific and adequate support, generally well-chosen

**ORGANIZATION:** Clear and obvious; may contain some lapses in body paragraphs; transitions are functional; generally unified and coherent

**LANGUAGE:** Sentences generally correct but ordinary; may contain some lapses in syntax although nothing that derails the reader; some variety; word choice generally correct; lacks precision of "B" paper; tone appropriate for purpose and audience

**GRAMMAR:** May have some minor errors in standard written American English

**SPELLING:** Correct

#### THE "D" PAPER:

The "D" paper indicates minimal competence. It may be satisfactory in content and organization but not in fundamentals (syntax, grammar, mechanics, spelling), or the reverse may be true; the paper may be satisfactory in fundamentals but not in content and organization.

**SIGNIFICANCE:** Generally lacking altogether; little evidence of thinking about topic

**PURPOSE:** Unclear; loses focus

**CONTENT:** Controlling idea too general or confused; insufficient and or irrelevant support

**ORGANIZATION:** Inappropriate order and/or emphasis; paragraphs may be jumbled; transitions weak or missing; problems with unity and/or coherence.

**LANGUAGE:** Errors in sentence boundaries and/or structure; problems with standard idiom; no variety; poor vocabulary and word choice; tone may be inappropriate or inconsistent; reader-derailed

**GRAMMAR:** Persistent errors

**MECHANICS:** Persistent errors

**SPELLING:** Persistent errors in high frequency words

#### PLAGIARISM AND ACADEMIC MISCONDUCT

It is academically dishonest, and often illegal, to present someone else's ideas of writing as your own. You cannot use even short phrases or parts of sentences obtained from other sources unless you properly document these sources.

Documentation includes marking quotations as well as providing notes, citations, and a reference list. If you receive assistance from a source other than your instructor, your colleagues in the class, or the SHSU Writing Center, you must acknowledge that assistance. Identify the source and the nature of the assistance in an acknowledgments note at the end of the assignment. Failure to

acknowledge constitutes academic misconduct.

In addition, it is academically dishonest to submit your own previously written work for a current assignment or to submit an assignment in more than one class without the prior permission of the instructors.

You will be held responsible for furnishing upon request all the sources and preliminary work (prewriting and copies of outside sources) that you use to prepare written assignments. If you cannot produce those materials upon request, the assignment will be considered incomplete and so will not fulfill the requirements, and you will be given the opportunity to redo the assignment on a different topic, one you negotiate with your instructor.

You are responsible for protecting your own work. It is your responsibility to ensure that other students do not copy your work or submit it as their own. Allowing your work to be used in this manner constitutes academic misconduct.

Plagiarism and academic misconduct of any kind may constitute grounds for failing this course and may result in further disciplinary action according to university policy. Consult the SHSU STUDENT HANDBOOK regarding your responsibilities and rights concerning plagiarism and academic dishonesty. (In addition, writing textbooks often contain useful discussion of plagiarism).

### **STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY**

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911(a) (2) defines religious holy days as those dates "observed by a religion whose places of worship are exempt from property taxation under Section 11.20.

A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and the instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will notify the student of a reasonable time frame in which the missed assignments and or examinations are to be completed.

### **AMERICANS WITH DISABILITIES ACT**

SHSU adheres to all applicable federal, state, and local laws, regulations, and

guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until you register with the Counseling Center. Please contact the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

### **CLASSROOM RULES OF CONDUCT**

Students will refrain from behavior in the classroom that intentionally or unintentionally disrupts the learning process and, thus, impedes the mission of the university. Cellular telephones must be turned off before class begins. Students are prohibited from making offensive remarks, sleeping, talking at inappropriate times, doing work for other classes, wearing inappropriate clothing, or engaging in any other form of distraction. Such inappropriate behavior in the classroom will result in a directive to leave class immediately, and the student will receive an absence for the day; those students who are especially disruptive will also be reported to the Dean of Students for immediate disciplinary action in accordance with university policy. If you leave the classroom before the end of class without making arrangements with the professor, you will receive an unexcused absence for that day.

### **VISITORS IN THE CLASSROOM**

Unannounced visitors to class must present a current, official SHSU identification card to be permitted into the classroom. They must not present a disruption to the class by their attendance. If the visitor is not a registered student, it is at the instructor's discretion whether or not the visitor will be allowed to remain in the classroom.