

**DEPARTMENTAL SYLLABUS FOR LITERATURE 1  
ENGLISH 201**

**Course Description**

Close reading and analysis of major literary texts from Ancient Greece and Rome, the Ancient Near East, the European Middle Ages and/or the Renaissance, in order to develop students' critical judgment of the texts and their knowledge of the historical, aesthetic, cultural, and ethical backgrounds. Development of writing and research abilities, building on skills learned in College Composition I and II.

**General Education Objectives**

1. **Textual Analysis**: Students will be able to analyze, in writing, a literary text.
2. **Literary Aesthetics**: Students will be able to identify the formal conventions specific to at least one literary genre.

**Additional Departmental Objectives**

3. **Ethics**: Students will understand how ethical themes are integrated into literary texts.
4. **Cultural Contexts**: Students will understand how a literary text emerges from and interacts with a cultural context.
5. **Historical Sense**: Students will explore the relationship between literary texts and historical contexts.

**Parameters**

1. Readings should be of major texts chosen from at least four of these literary-historical periods: Ancient Greece, Ancient Rome, Ancient Near East, European Middle Ages, and the Renaissance.
2. Pedagogy and selection of texts should address the issue of genres and languages.
3. Required texts should be from at least two different national literatures or cultural traditions.
4. At least five substantial texts should be covered in depth.
5. The themes and texts for the course should be appropriate for General Education students.
6. Two 5-page essays will be required. One of these will be a critical analysis of a literary text. Students will engage in research appropriate to the discipline and the level of the course.
7. Instructors should be prepared to assess their students' success in meeting the General Education Objectives 1 and 2 (above). The required textual-analysis paper

will address Objective 1 and a second paper or exam question could deal with Objective 2 on aesthetic form (the parameters of a genre, for instance).

### **Analytical Writing**

Students will be expected to apply analytical reading techniques to their writing: to represent a text's meaning accurately; to identify detail relevant to an idea or argument; to create the appropriate context for a quotation; to analyze and to cite quotations correctly; to understand the difference between quotation and paraphrase; to define and understand plagiarism of all kinds; to construct a clear thesis or central idea followed by a logical progression of paragraphs; and to use correct grammar and appropriate diction consistently.

The required research component may be part of the analytical writing or may be a separate assignment and will include discussion of the credibility of sources. Students will be expected to construct a list of works cited.

The Midterm and Final Examination (together) will contain at least five pages of essay writing.

Students who have persistent writing problems or difficulty in comprehending the readings will be strongly encouraged to go to the Writing Center for tutoring in reading and writing skills.

Paragraph or response writing is recommended for an initial prognosis of writing skills and for involving students in the texts on a regular basis.

### **Individual Class Syllabus**

The instructor must provide, on the individual class syllabus, the titles and editions of the specific text(s) to buy, required and recommended readings (with the weekly schedule of readings and other assignments), and detailed instructions for all writing assignments (including due dates, penalties for lateness, and the like). The instructor must also indicate the percentage values of essays, examinations, and other activities in the formulation of the final grade.

### **English Department Attendance Policy**

Students are expected to attend all scheduled class meetings, including any session scheduled during the fourteenth week. Attendance enables better performance on specific course requirements and in the course, resulting in higher grades. Absences will negatively affect grades on course requirements and therefore the final course grade.

After missing the equivalent of one semester-week of class meetings, students may have absences excused only at the discretion of the instructor, who will supplement this departmental policy in his/her syllabus.

Absent students are solely responsible for the consequences of their absence. Absent students must request from classmates information about missed course content, may arrange with the instructor possible make-up assignments as specified in the course syllabus, and must be current and prepared for the next class meeting.

### **Plagiarism**

Academic honesty is at the heart of the educational experience. A student is expected to participate fully in that experience by avoiding all dishonest behavior in relation to academic work. Such behavior may include (but not be limited to) failing to document borrowed words or ideas from research sources, handing in work of another as his or her own, or copying from another or from notes in an examination. The consequences for such behavior can range, depending on the circumstances, from failure in the particular assignment to dismissal from the University.

### **Library Materials**

Library materials must be respected. They must not be stolen, damaged, or defaced in any way. The resources of the library are to be shared by the Monmouth University community in a spirit of collegiality.

### **Accommodations**

A student with disabilities who needs special accommodations for this class is encouraged to meet with the instructor or the appropriate disability service provider on campus as soon as possible. In order to receive accommodations, a student must be registered with the appropriate disability service provider on campus as set forth in the student handbook and must follow the university procedure for self-disclosure, which is stated in the University Guide to Services and Accommodations For Students With Disabilities. A student will not be afforded any special accommodation for academic work completed prior to disclosure of the disability or prior to the completion of the documentation process with the appropriate disability service officer.