

## DEPARTMENTAL SYLLABUS FOR LITERATURE 2 ENGLISH 202

### **Course Description and Objectives**

Close reading and analysis of major literary texts from the European Enlightenment through to the present 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 demonstrate understanding of aesthetic form.

### **Additional Departmental Objectives:**

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

### **Parameters**

1. Readings should be of major texts, at least one chosen from each of these periods: the 17<sup>th</sup> Century, the 18<sup>th</sup> Century, the 19<sup>th</sup> Century, and the 20<sup>th</sup> Century.
2. Pedagogy and selection of texts should address the issues of genre 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 texts and themes 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 aesthetic form (the parameters of a genre, for example).

### **Analytical Writing**

Students will be expected to apply analytical 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 differences between quotation and paraphrase, to define and avoid 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 one of the analytical papers 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 include at least five pages of essay writing.

Students who have persistent writing problems or difficulty in comprehending the reading will be strongly encouraged to seek the help of tutors in the Writing Center.

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 be bought, the required and recommended readings (with the weekly schedule of readings and other assignments) and the detailed instructions for all writing assignments (including due dates, penalties for lateness, and their like). The instructor must also indicate the percentage value of each paper, examination, and other activities in the formulation of the final grade.

### **English Department Attendance Policy**

Students are expected to attend all scheduled class meetings, including the one during final examination 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 collegial learning.

### **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.