Instructor:
Dr. Geoffrey Grimes
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Office: W273
Office Hours: Monday—Thursday 4:30 – 5:00 p.m.

First Day of Class: August 26, 2019
Certification Date: September 9, 2019
Last Day to Withdraw from the Course with a “W”: November 14, 2019
Last Day of Class: December 12, 2019

III. COURSE MATERIALS AND SUPPLIES NEEDED
Access to a computer, the Internet, and to Microsoft Word

IV. TEXTBOOK

The following are the ISBN number for the paperback versions of the texts:
ISBN: 978-0-393-60281-4 (Volume A)
ISBN: 978-0-393-60282-1 (Volume B)
ISBN: 978-0-393-60283-8 (Volume C)

Note: You are welcome to purchase copies off the Internet, if you wish. You may be able to save money by buying used books found online.

V. COURSE PREREQUISITES
English 1301, 1302 and have met Texas Success Initiative (TSI) standards in Reading and Writing.
VI. DCCCD CATALOG COURSE DESCRIPTION
This course includes significant works representing a variety of cultures from the ancient world to approximately 1600 C.E.

Note: This is an Honors Writing Course. For Honors Credit, in addition to the required essays with an “A” average, you will write an additional paper on a topic posted on the website that you haven’t already addressed. Click on the ENGL 2332-MVC course link at www.distancelearningassociates.org and navigate to the instructions for the course exercises. The link is found on the homepage and the course online “Table of Contents.”

VII. STUDENT LEARNING OUTCOMES
Upon successful completion of this course students will be able to
1) Identify the essential writings in World Literature before 1650 AD.
2) Coherently compare the major themes of World Literature before 1650 AD
3) Explain how a writer achieves his/her purpose in a reading selection.
4) Write an academic analytical essay of several pages about one or more reading selections of world literature.
5) Write an academic analytical essay that incorporates appropriate scholarly resources.
6) Write an academic analytical essay that demonstrates mastery of MLA style and formatting and the protocols of standard written American English.

VIII. INSTITUTIONAL POLICIES RELATED TO THIS COURSE
Institutional policies relating to this course can be accessed from the following link:

www.mountainviewcollege.edu/syllabipolicies

IX. COURSE OUTLINE
IMPORTANT: You are to write only FIVE essays for the course identified in the “Option” of your choice. You will choose only one of the four options and complete the assignments designated for that option.

While there are 16 units for the course, these do not correspond to “weeks” except in the regular (sixteen-week) semesters. In Winter Term, May Term, and Summer Terms, several units are covered each week, hence the Due Dates for the assignments in each of the four “Options.”

Option A
Complete the essay exercises 1, 3, 8, 11, and 13 (The Final Exam--see instructions below)
**Option B**
Complete the essay exercises 1, 4, 10, 13, and 15 (The Final Exam--see instructions below)

**Option C**
Complete the essay exercises 1, 2, 6, 12, and 15 (The Final Exam--see instructions below)

**Option D**
Complete the essay exercises 1, 5, 7, 9, and 14 (The Final Exam--see instructions below)

**The Course Units**

**Unit 1**
Writing About Literature
*Exercise 1 Due midnight, Saturday/Sunday, September 7*

**Unit 2**
Sumerian: *The Gilgamesh*

**Unit 3**
Hebrew: *The Old Testament*
*Exercise 2 Due midnight, Saturday/Sunday, September 28*

**Unit 4**
Greek: *The Iliad* and *The Odyssey*
*Exercise 3 Due midnight, Saturday/Sunday, September 28*

**Unit 5**
Greek: Plato and Aristotle
*Exercise 4 Due midnight, Saturday/Sunday, September 28*

**Unit 6**
Greek (Christianity)
*The New Testament* and *The Confessions of St. Augustine*
*Exercise 5 Due midnight, Saturday/Sunday, September 28*

**Unit 7**
The Roman Civilization: *The Aeneid*
*Exercise 6 Due midnight, Saturday/Sunday, October 19*
Unit 8
Arabia: The Koran
Exercise 7 Due midnight, Saturday/Sunday, October 19

Unit 9
Old English: Beowulf
Exercise 8 Due midnight, Saturday/Sunday, October 19

Unit 10
Europe: Dante's The Divine Comedy
Exercise 9 Due midnight, Saturday/Sunday, November 9

Unit 11
Arabia: The Thousand and One Nights
Exercise 10 Due midnight, Saturday/Sunday, October 19

Unit 12
Europe: Geoffrey Chaucer and Niccolò Machiavelli
The Canterbury Tales and The Prince
Exercise 11 Due midnight, Saturday/Sunday, November 9

Unit 13
Europe: France and England
The Song of Roland and Sir Thomas Malory's Morte Darthur
Exercise 12 Due midnight, Saturday/Sunday, November 9

Unit 14
Europe: Miguel de Cervantes
Don Quixote
Exercise 13 Due midnight, Saturday/Sunday, November 9 (for Option B);
Tuesday/Wednesday December 3 (for Option A)

Unit 15
Europe: William Shakespeare
Othello
Exercise 14 Due midnight, Tuesday/Wednesday December 3 (for Option A)

Unit 16
Europe: John Milton
Paradise Lost
Exercise 15 Due midnight, Tuesday/Wednesday December 3 (for Option A)

Honors Essay Due Tuesday/Wednesday December 3 (for Option A)

The Honors Essay—Due Tuesday/Wednesday December 4 (for Option A)
This course includes an optional Honors Project, supporting the college’s Quality Enhancement Plan: “The Pen is Our Power.” To be eligible, you must complete the course with an average grade of “A.” No Honors Project credit will be awarded for a final course grade less than an “A.”

The Honors Essay is an additional essay exploring one of the optional topics for the course that you have not already addressed in a previous submission. The essay must make significant use of quotations from the related readings and incorporate information from scholarly sources that also inform an understanding of the works.

The format is to be a formal paper complete with a cover sheet and “Works Cited” page at the end. Follow the protocols for academic essays found in the Modern Language Association (MLA) Style Sheet. For assistance, consult the Purdue Online Writing Lab (OWL) at https://owl.english.purdue.edu/owl/resource/747/01/

Revision of Essays
This course is a writing-intensive course, supporting the goals of the Mountain View College Quality Enhancement Plan: “The Pen is Our Power.” As such, papers submitted on time (see the dates posted above) may be revised. Grades assigned on revised copies will replace the original grade.

You are encouraged to use the services of the Mountain View College Academic Center for Writing (W114) for help with your final drafts.

The MVC Writing Rubric will help you better identify both strengths and weaknesses in your writing.

Note: All revisions are due within a week following the date of return. Revisions submitted later that a week following the return will not be accepted for regarding.

X. SUBMISSION OF WORK
Read the following instructions carefully. Failure to observe these instructions will result in wasted time for both you and me and possibly misplaced or even lost work!

IMPORTANT!!!
For college security reasons, I will delete any e-mail message that does not include
1) your first and last name in the subject window,
2) a statement in the message window stating the course/section number, and
3) the name/number of the exercise attached.

How to Send Me E-Mail Messages and Attached Exercises

When you send me an e-mail message include the following information exactly:

What to place in the "subject" window:
Place in the subject window the following information:
For a question to me: Question - (your first and last name)
For a comment to me: Comment - (your first and last name)
For an emergency message to me: Urgent! - (your first and last name)
For sending me an exercise: first name initial/last name/-/number of exercise.doc (see example below)

NOTE: I will open and respond to "Question," "Comment," and "Urgent!" messages on the day I receive them. Do NOT attach assignments to "Question," "Comment," and "Urgent!" messages. I will not open them or even download them!

What to place in the "message" window:
Place in the message window the following information:
1) Using correct grammar and sentence form, state your message as briefly and as clearly as possible.
2) Indicate in the first line of the message what you are requesting of me.
3) Follow your request or main point with whatever supporting information you think I need to know.
4) Sign off each message with your first and last name as you are registered!
5) Below your name, give me your student ID number (your official Dallas County Community College District Student ID number--NOT your social security number).

How to attach an exercise to your e-mail message:
1) Save your exercise as an Microsoft Word file ONLY. Note: Be sure your full name, course/section, and assignment number are posted at the top left corner of each exercise before you save it.

Save your exercises using the following identification:

First name initial/last name/(hyphen)/exercise number .doc

Example:

ggrimes-Ex23.doc
(Note: Use your initial and last name, not mine!)
Note: If you do not save and label your assignments using this format, I will return them to you unopened and ask you to re-label, re-save and re-send them!

2) Near each e-mail message window, you will find a button labeled something like "Attachment" or "Attach." Place your cursor icon over that button and click once with your left mouse button. That action will open another window where you enter the name of the drive where your file is located on your hard drive or floppy drive and the name of the file (along with its extension). You may also see a "Browse" button which you may click and then select the drive and the correct file. By opening the directory where the file is located and clicking once or twice on the name of the file, the file name and path will be entered in the file name window.

3) Select "Okay" or "Send" or "Close" -- whatever button indicates the submission of that file name. The window will then close and return you to your e-mail message window. Now, you should see posted in a visible place near your message window some notification that you have attached a document.

4) When you have finished composing your message, then click once on the "Send" button, and your message and attached document will be on its way!

No work will be accepted after the final examination week for the current semester.

XI. EVALUATION PROCEDURES

You will be evaluated on the basis of grades assigned to your essay exercises for the course as posted in the course website. Your final course grade will be a simple average of the grades assigned to the essays.

Grading Scale

89+ – 100 = A  
79+ – 89 = B  
69+ – 79 = C  
59+ – 69 = D  
Below 59+ = F

To better clarify how you should approach each essay, please read carefully the following explanation of essay development.

Development of Papers

Formatting the paper. Each paper should be approximately five typed pages long, using standard 1” margins around and 12 point plain font (Times New Roman, Helvetica, Arial, Cambria, etc. (but no italics, bold face, all capitalization, or other "fancy" fonts)).
**Purpose of the paper.** Your purpose in each essay is to develop a topic assigned to the exercise. *Do not simply summarize the readings!* At the same time, you must demonstrate in your essay that you are familiar and understand the readings related to your topic. In several cases, topics will require that you read more than one selection from your text or other materials and that you draw upon those various readings for references in your paper.

**Preparation for drafting the paper.** Read the instructions for each paper found on the website. Usually, you have more than one topic from which to choose. Next, identify the related readings along with the introductory commentary for each reading selection. Then, read through the “Basic Concepts” provided for the course. There you will find basic definitions and links to other related commentary. Read the “Study Guide.” Finally, consult the “Online Resources,” the links provided in each Unit website. Each of these elements is essential in helping you shape your approach to the topic.

Then, make a list of major points supporting your topic and draft a controlling statement or thesis, a claim about the topic.

**Organization of the paper.** Each essay reflects a typical academic “thesis/support” essay with a discrete introductory paragraph, body of explanatory/interpretive/analytical paragraphs, and a concluding paragraph.

**Development of each section of the paper.** The introduction should begin with a title appropriate to the topic, not simply the name of an author or the title of a reading. The paragraph itself should provide context or background discussion of the topic, introduce the author and readings the paper will address, and close with the thesis statement, a claim about the topic assigned for the essay.

The body paragraphs support the thesis, the claim you have made for developing the topic. You should include short key quotations in the development of each body paragraph. However, never begin a body paragraph with a quotation; rather, each paragraph should begin with a topic sentence, the key words of which repeat or respond to key words in the thesis sentence. Avoid long quotations, but include quotations from the full range of the readings.

The concluding paragraph—a paragraph of at least four or five sentences—should do more than simply summarize your major points. Use the conclusion as an opportunity to make an evaluation or judgment, interpret the meaning of the study, relate your analysis to additional points for discussion or to other readings, or even make a personal response. *However, this is not a personal response essay.*

**A word about style.** This is an academic—usually analytical—and not a personal essay. You don’t need to use “I” or make references to your own experiences. Likewise, avoid excessive references to “the reader,” a reference that usually generates wordiness.
Your final grade will be based upon a simple average of the grades assigned to these essays.

**Evaluation Standards for Written Papers**
Grades on written work range from A to F and assess both content and form. The following criteria serve as qualitative standards by which your instructor will grade your papers and evaluate your writing.

**A** The A paper states and develops its central ideas with originality. Its ideas are clear, logical, and thought-provoking; it contains all of the following positive qualities:
1) Substance; something to say; original ideas
2) Concentration on a main purpose, with appropriate development and firm support; clear overall organization
3) Thorough paragraph development
4) Varied and effective sentence construction
5) Careful choice of effective words and phrases
6) Freedom from distracting errors in spelling, punctuation and grammar
7) Effective attention to audience interests
8) Use of key quotations in every body paragraph from the primary assigned readings as well as references to readings from listed “Online Resources,” each appropriately referenced through both in-text citations and formally documented in an attached “Works Cited” page reflecting the protocols of the *MLA Style Sheet, 8th ed.*

**B** The B paper clearly, logically, and adequately states its central purpose. It is comparatively free of usage errors. Although the B paper indicates competence and is responsive to audience interest, it lacks originality of thought and style that characterizes the A paper. The B paper includes key quotations from the primary assigned readings in each body paragraph but fails to make use of additional online resources with appropriate in-text documentation and "Works Cited" page.

**C** The average paper will receive a grade of C. It has a central idea organized clearly enough to convey its purpose to the reader. It avoids serious usage errors and may, in fact, have few correction marks on it, but it lacks vigor of thought and expression that would entitle it to an above average-grade. Audience interest is not effectively addressed. This paper lacks the use of key quotations from the readings in some of the body paragraphs and fails to include correctly cited references to related online resources.

**D** The grade of D indicates below-average achievement in expressing ideas correctly and effectively. Most D papers contain errors in the use of English and fail to present a central idea, to develop it adequately, or to address the interests of a specific audience. With more careful proofreading and fuller development, many D papers might earn at least a C grade. *This paper lacks...*
the use of key quotations from the readings in most of the body paragraphs and fails to make use of related online resources cited and documented correctly through in-text citations and documentation in a “Works Cited” page.

F

The grade of F usually indicates failure to state and develop a main idea, as well as failure to avoid serious errors in grammar, spelling, punctuation, and sentence structure. An F essay is characterized by one or more of the following weaknesses: (1) inadequate ideas and details; (2) inadequate paragraph organization; (3) poorly constructed sentences; (4) ineffective word choice; and (5) serious errors in usage, grammar, punctuation, and spelling; (5) This paper lacks use of relevant key but short quotations in the body paragraphs and demonstrates no familiarity with the actual readings of assigned in the textbook.

Note: The instructor reserves the right to modify the syllabus to update the syllabus or to correct errors that conflict with institutional policy. If revisions occur, students will be sent a revised copy of the syllabus electronically, and the instructor will post the a copy of the revised syllabus on the course website.

XII. ACADEMIC INTEGRITY AND PLAGIARISM

Scholastic dishonesty shall constitute a violation of the Student Code of Conduct, and is punishable as prescribed by DCCC Board policies. Scholastic dishonesty shall include, but not be limited to, cheating on a test, plagiarism, and collusion.

Students are expected to complete all assignments on their own and independent of outside help in drafting and revising each composition. Students are expected to know how to cite and document use of outside resources using the MLA Style protocols when referencing them in a written academic composition. For assistance or review, consult the research paper and documentation pages at http://owl.english.purdue.edu/owl/section/2/.

Plagiarism—the use of another's work or ideas as your own—on any exercise will result in an automatic failure of the exercise. Flagrant plagiarism—the intentional copying and use of substantial amounts of someone else’s work without appropriate citations and documentation—will result in an automatic grade of “0” on the assignment. (Given the few assignments, this will have a marked effect in the final course average and possible failure in the course.)

Note: Your instructor uses special software designed to identify texts copied from Internet resources and their Internet addresses.

Any other form of cheating that results in a falsification of any kind in a student’s graded learning work is prohibited and will result in failure on the applicable assignment and possible failure in the course.

Last modified: September 5, 2019.