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ENG 2009G-002: Literature and Human Values: Faith, Survival, Progress

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**2009G-002 Literature and Human Values:
Faith, Survival, Progress (3 Credits)**

Fall 2014

Dr. Julie Campbell
Office CH 3572
Office hours TTH 12:00-12:30pm, 2:00-3:30pm,
4:45-5:15pm and by appointment.

TTH 12:30-1:45pm
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Texts

Lawall et al, *Norton Anthology of Western Literature*, Vol. 1, 8th ed.
Shakespeare, *Merchant of Venice*
Stoppard, *Rosencrantz and Guildenstern Are Dead*
Rowling, *The Sorcerer's Stone*
Kimmel, *The Solace of Leaving Early*

Course Focus

Literature and Human Values: Faith, Survival, Progress, is a course designed to introduce you to a variety of early texts in Western literature whose messages, styles, or techniques have survived in later periods. In each section, we will have a selection of early texts and one modern or contemporary text to consider. The themes of all of these works resonate with those of the course title. We will explore the notion of survival on two levels: the survival of key themes and motifs in literary history and survival itself as characters struggle for it in their own contexts. We will examine how faith and progress seem to operate in these works as well, no matter the literary period. Questions to explore include the following: how are these themes central to the human condition? What gives works that include such themes a sense of universality? What are some of the most “adaptable” themes that we find as we traverse literary history?

Learning Objectives

- Students will ask essential questions and engage in diverse critical perspectives as we discuss the literature.
- Students will perform research tasks based on primary and secondary source readings, and they will make use of traditional library resources as well as library databases and online resources of scholarly repute.
- Students will synthesize, critique, and interpret their findings in their writing assignments.
- Students will craft cogent, defensible, and well-researched theses for their projects.
- Students will discuss their findings in informal, small group settings and in formal presentations for the whole class.

Policies and General Information

- The English Department statement on plagiarism stipulates that any teacher who discovers an act of plagiarism—“The appropriation or imitation of the language, ideas, and/or thoughts of another author and representation of them as one's original work” (*Random House Dictionary of the English Language*)--has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of a grade of F for the assigned

essay and for the course, and to report the incident to the Judicial Affairs Office. See <http://www.eiu.edu/judicial/studentconductcode.php> for further information.

--Papers and exams: Hand papers in on time. Late papers will be reduced a letter grade for each class day that they are late without a university approved excuse (properly verified absences due to illness, emergency, or participation in an official University activity). If you miss an exam, and you have a university-approved excuse, you may make up that exam. You will have no more than one week to do so, and the make-up exam may be different from the one given during class.

--If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) or stop by Ninth Street Hall, Room 2006, as soon as possible to make an appointment.

--If you require general help with your studies, please make an appointment with The Student Success Center. Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (<http://www.eiu.edu/~success>) for assistance with time management, text taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

--Please make use of EIU's Writing Center, located at 3110 Coleman Hall, this semester. The consultants there can help you with brainstorming, organizing, developing support for, and documenting your papers. One caveat: the Writing Center is not a proofreading or editing service. It is a place where you can learn how to become a more thoughtful, independent, and rhetorically effective writer. To schedule an appointment, drop by (3110 Coleman Hall) or call 581-5929.

--Be prepared for class. You'll get more out of class discussions if you are participating in them, and I'll notice if you do not seem prepared to participate.

Requirements and Grades

--Three exams	45% (15% each of final grade)
--Formal research paper20%
--Preliminary research report with annotated bibliography	10%
--Final presentation	10%
--Three response papers	15%
Total:	100%

Assignments

The **three exams** will cover the three units of study.

The **paper** topic will be chosen from the assigned readings and issues related to them. The paper will be 7-10 pages long. You will use at least 3-5 outside sources to support your arguments, and they should consist of scholarly books and journal articles. One web site of good scholarly repute

may be used if necessary. You will use MLA Parenthetical Style, with a Works Cited page, for documentation. **For MLA Style, see the Writing Center’s web site, specifically, under Resources for Writers, <http://owl.english.purdue.edu/owl/resource/747/01/>.**

After midterm, you will have a **research report with an annotated bibliography** due to show the progress that you have made regarding your research project. Do not worry if we haven’t yet covered the topic that interests you in class by the time you start your research—this portion of our study is meant to be an independent exploration of a topic that may be completely new to you. The goal is that your independent study will augment what is covered in class and will broaden the scope of the course as a whole for you. You, in turn, will share with the class what you have learned in your research near the end of the semester. Thus, the **preliminary research report and annotated bibliography** will cover the research that you do for your research paper and presentation. It will essentially be your paper proposal. The report will address the topic, why you chose the topic, and the avenues of research that you chose to explore (2-3 pages). The annotated bibliography will consist of bibliographic citations of at least five sources with your notes on each work that describe the document, summarize why it may be useful to your project, and include possible quotations that you might use in the paper (2-3 pages).

The **final presentation** will be a 7-10 minute oral report over your research project, due near the end of the semester. After conducting your research and writing your paper, you will present to the class what you have learned. The goal is to provide, via your and your fellow students’ reports, both a “big picture” look at the subjects we have covered over the course of the semester, as well as introduce specialized information that you have focused on during your own independent study.

The 3 **response papers** will be researched essays of 3-5 pages each, concerned with specific reading assignments. Just as for the research paper, you will use scholarly books and articles for your sources. One web site of good scholarly repute may be used if necessary. You will use MLA Parenthetical Style documentation.

Tentative Schedule

Unit 1: Faith and Survival as Epic in Western Literature

T. Aug. 26—Introduction to course.

Read: *The Odyssey*, Books I, II, IV, V, VI, IX, XI, XVI, XVII, XIX, XXI, XXII, XXIII, XXIV.
(Note: Always read your text’s introduction to each author or section.)

Th. Aug. 28—Begin *The Odyssey*.

Read: Read *Orlando Furioso*.

T. Sept. 2 —Finish *Odyssey*.

Th. Sept. 4—Begin *Orlando Furioso*.

T. Sept. 9—Finish *Orlando Furioso*.

Read: Sir Gawain and the Green Knight.

Th. Sept. 11—Begin *Sir Gawain and the Green Knight*.

T. Sept. 16—Finish *Sir Gawain*.

Read: *The Sorcerer's Stone*.

Th. Sept. 18—Start *The Sorcerer's Stone*.

Homework: Response Writing 1.

T. Sept. 23—Finish *Sorcerer's Stone*.

Th. Sept. 25—Catch-up day. Review for Exam 1. **Response Writing 1 due.**

T. Sept. 30—Exam 1

Read: **Inferno.**

Unit 2: Epic Overtones, Medieval Instruction, and Questions of Faith

Th. Oct. 2—Begin *Inferno*.

T. Oct. 7—Finish *Inferno*.

Read: *Everyman*.

Th. Oct. 9—*Everyman*.

Read: *Hamlet*.

T. Oct. 14—Begin *Hamlet*.

Th. Oct. 16—**Reading Day.** Finish reading *Hamlet*, if you have not already, and begin reading *Rosencrantz and Guildenstern are Dead*. **Assignment:** look up the term Theater of the Absurd and be ready to discuss it.

T. Oct. 21—Finish *Hamlet*.

Read: Finish reading *Rosencrantz and Guildenstern are Dead*.

Homework: Writing Response 2.

Th. Oct. 23—*Rosencrantz and Guildenstern are Dead* and Theater of the Absurd.

T. Oct. 28—Catch-up day. **Writing Response 2 is due.** Review for Exam 2.

Th. Oct. 30— Review for Exam 2.

T. Nov. 4—Exam 2.

Read: *Merchant of Venice*.

Unit 3: Faith, Progress, and Human Foibles

Th. Nov. 6—Begin *Merchant of Venice*. **Discuss Major Papers.** Give Research Report and Annotated Bibliography assignment.

T. Nov. 11—Finish *Merchant of Venice*.

Homework: Begin research.

Th. Nov. 13—*Merchant of Venice*, film. **Writing Response 3.**

Read: Begin reading *The Solace of Leaving Early*

Homework: Work on Writing Response 3. Continue Research.

T. Nov. 18—*Merchant of Venice*, film. **Writing Response 3 is due.**

Read: Finish reading *The Solace of Leaving Early*

Homework: Continue work on Research Report and Annotated Bibliography.

Th. Nov. 20—Begin discussing *The Solace of Leaving Early*. **Sign up for presentations.**

Note: Research Report with Annotated Bibliography is due. Also, you should be drafting your research paper. Now is the time to begin scheduling conferences over the research paper.

T. Nov. 25—Thanksgiving Break

Th. Nov. 27—Thanksgiving Break

T. Dec. 2—Finish *The Solace of Leaving Early*.

Th. Dec. 4—Presentations.

T. Dec. 9—Presentations.

Th. Dec. 11—Presentations. **Research Paper is due.**

Exam 3: Final exam—Mon. Dec. 15, 12:30-2:30pm.

However, the literature on res and human behaviour in response thereto has shown that other factors also play a decisive role. Accordingly, a new interpretation of evacuation capability in the case of re is required, with re response performance now being considered. Fire response performance is an individual's ability to perceive and interpret signs of danger, and make and carry out decisions aimed at surviving a re [4]. This definition is process related, and is based upon an understanding of evacuation. Eastern Illinois University. The Keep. ENG 2009G-002: Literature and Human Values. tmp.1420574195.pdf.In6Rh. Eastern Illinois University. The purpose of the course is to transmit knowledge of literature that examines the consequences of progress. Are current scientific and technological changes altering our sense of what it means to be human? What will the world look like in the future? Will we be all one people? The literature we read implicitly raises such questions, and will be discussed in class and analyzed in writing. Aug. 26 Course Description and Introduction. English 2099G, Literature and Human Values, Honors. 1. Catalog Description. a) English 2099G b) Literature and Human Values, Honors c) (3-0-3) d) On demand e) Lit&HV 1 Power; Lit&HV 2 Faith; Lit&HV 3 Love; Lit&HV 4 Race f) A study of some of the universal, recurring issues facing the individual, as they are dealt with in a selection of literary texts from diverse cultures. 1) Labor, Class, Power; 2) Faith, Survival, Progress; 3) Love, Hate, Obsession; 4) Race, Age, Gender.) g) Prerequisite: Prior credit or concurrent enrollment in ENG 1000 or ENG 1001G/1091G, and admission to the University H Stages of Faith book. Read 96 reviews from the world's largest community for readers. Dr. James Fowler has asked these questions, and others like them, o... More verb than noun, faith is the dynamic system of images, values, and commitments that guide one's life. It is thus universal: everyone who chooses to go on living operated by some basic faith. The first half of the book is dedicated to a tedious literature review that I'm sure academics enjoy, but which I found boring and unnecessary. The last about 1/4 of the book careens from one tangent to another, rather than further developing useful insights from each individual stage. And, disappointingly, Fowler never continues the conversation about how to progress from one stage of faith to another. For ESL (English as a Second Language) students. Download textbooks, dictionaries, manuals, audio, video etc. (in English). Advanced Everyday English: Advanced Vocabulary, Phrasal Verbs, Idioms and Expressions. Collins Steven (2011, 140p) (+ Audio). Advanced Grammar in Use.