

Course: EN410-DDN Epic World Literature (blended)
Credit: 3 Semester Hours
Semester: Spring 2021 (Cycle 5), Wednesdays 8:00-11:00 am
Location: E Ed 129
Instructor: Thomas Crank, thomas.crank@calvary.edu

**About This Class: This is a blended class, meaning that both campus and online students take this class together. Campus students attend the classes in person, online students attend the classes via the online classroom. All interaction and assignments for campus and online students are done in the online classroom.*

**About Changes to this Syllabus: The instructor reserves the right to make changes to this syllabus at any time during the course, but any changes made will only be done after clearly communicating the need for the change and the specific change to be made via in-class announcement and Canvas announcement.*

I. DESCRIPTION

Through the critical reading of selected epic works of world classical literature, this course develops advanced skill in literary analysis. The student engages in definition, classification, and philosophical as well as cultural understanding of epic literature. In addition, the upper-level student compares ancient philosophies and beliefs to contemporary systems. (**Prerequisites:** EN112 College Composition I, EN113 College Composition II and a 200-level literature course).

II. OBJECTIVES

A. General competencies to be achieved. You will:

1. Develop advanced critical reading skills through critical analysis of literary texts (PLO 1; Assignments A–D).
2. Develop and execute innovative research projects based on epic world literature (PLO 1–4; Assignments A–D).
3. Identify the various cultural, linguistic, and sociological characteristics as presented in the literary works (PLO 1; Assignments A–D).
4. Evaluate literary works according to the Biblical worldview (PLO 1, 3; Assignments A–D).

B. Specific competencies to be achieved. You will be able to:

1. Demonstrate advanced literary analysis skills in class discussions and essay writing (PLO 1, 3; Assignments A–D).
2. Carefully read and analyze epic literary works from world literature (PLO 1, 3; Assignments A–D).
3. Use synthetic thinking to understand the relevance of the Bible in the genre of epic literature (PLO 3; Assignments A–D).
4. Produce a fully-developed, innovative research essay that undertakes a challenging topic related to literary analysis (PLO 2, 4; Assignment D).

III. REQUIRED MATERIALS

A. Required Textbooks

- **The Bible** is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB), English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases, and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.
- *Homer, The Odyssey, preferred edition: a verse translation* by A. Mandelbaum, Bantam, ISBN: 0-553-21399-7. \$5.36
- *Vergil (Virgil) The Aeneid.* R. Fitzgerald, Translator. New York: Vintage Classics, (Random House), 1990. ISBN: 0-553-21041-6. \$11.00
- *Dante, Vol. I The Inferno from The Divine Comedy of Dante Alighieri,* A. Mandelbaum, translator. New York: Bantam Classic, 1980: ISBN: 0-553-21339-3. \$6.26

B. Suggested Resources

- MLA Handbook, 8th Edition. ISBN 978-1603292627. \$14.40

IV. REQUIREMENTS

- A. (Before Class) Reading Assignments and Journals:** Reading assignments are assigned from the required textbook (see below). Complete assigned reading prior to the class period on which it is due. *Do not substitute any kind of Cliff Notes, E-Notes, or online summaries of any kind.*

Once you complete your reading for the week, respond to the reading in the reading journal. The reading journal assignment in Canvas provides ideas for what to write about.

- B. (During Class) Attendance and Participation Activities:** During each class, the professor will assign activities that must be completed by all students (both in-class and online). Follow instructions to complete the activities. These participation activities must be uploaded to Canvas before the next class period.

Students who do not maintain continuous academic activity will be dropped from the course.

- C. (After Class) Discussion Board:** The professor will assign one discussion question in Canvas each week. Respond to the prompt initially with at least 250 words. Ensure your response is clearly organized and well-supported by notes, quotes from the text, and/or outside research.

Then engage with your peers in meaningful discussion. Here are some ideas:

- Express agreement by stating specifically with what part you agree

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- and why
- Express disagreement by stating specifically with what part you disagree and why
 - Add to the conversation: "I found this interesting article that is similar to what you're saying. [Summarize and provide link]."
 - Ask a question to
 - *Clarify*: "What do you mean by ____?"
 - *Explain*: "Can you give an example of ____?"
 - *Wonder*: "What would happen if ____?" or "What would be different if ____?"
 - *Invite*: [This kind of question is good after expressing disagreement or adding to another post.] "What do you think [about what I just said]?" or "I'd love to hear your thoughts." (I guess that's technically not a question . . .)
 - *Discuss*: "I just had a thought: [provide a new discussion question related to the topic at hand]."

Finally, your professor will engage in the discussion, asking questions to the class and to individual students. Be prepared to engage with these questions.

You will be graded on (1) your initial response to the prompt and (2) the depth of your discussion with your peers and professor. The rubric looks like this:

	25	20	15	10	5	0
Response	Gives a unique and deep answer to the prompt, organized it clearly, and supported it adequately.	Gives an acceptable answer to the prompt that is somewhat organized and supported.	Gives a vague answer to the prompt that struggles with organization and support.	Gives an answer that shows a lack of understanding of the story and the prompt. Struggles with support.	Answer does not follow directions, is missing important components, and/or is unsupported.	Failure to respond or plagiarism.
Discussion	Engages with peers in a meaningful and specific way. Adds something unique to the discussion. Engages with all follow-up questions.	Engages with peers and adds to the discussion. Engages with most follow-up questions.	Engages with peers in a general and vague way. Engages with some follow-up questions.	Shows lack of enthusiasm with discussion. Engages with one follow-up question.	Shows lack of enthusiasm with discussion. Does not engage with any follow-up questions.	No discussion provided.

When you use sources in your responses, cite them at the end of your post using MLA format (8th edition). You should also use in-text citations in the body of your posts when appropriate.

- D. Literary Essay:** This argumentative essay of approximately 10 pages should focus on two epic works in a comparative study. The essay's position should clearly delineate an innovative critique of the epics. For example, a Jungian analysis would produce several archetypal characters that influence modern literature. In addition, compare/contrast the worldview of the epics with the Biblical worldview. Quote from the primary source as well as from secondary resources. Eight resources (minimum) are required for the essay.

E. Other Assignment Policies

1. *Style Guide:* All class papers must follow the MLA style according to the *MLA Handbook*, 8th edition.
2. *Plagiarism* is defined as copying any part of a book or paper without identifying the author. This also includes taking another person's ideas and presenting them as your own.
3. *Other forms of cheating* include copying another student's work, allowing a student to do your work, using notes instead of reading the literary works, basing your research essay on another essay, bringing cheat sheets or written information to a quiz or an exam, and working collaboratively with another student on individual assignments. This also includes handing in one essay for assignments given in two different courses to reduce the amount of student work. Please check with the professor if you have concerns or doubts about the academic approach you plan to take for an assignment.
4. *Late work:* -10% from the final grade per day late.
5. *Originality:* Students may not hand in one paper for two different courses—even if the paper has been altered in some way. Students may not hand in a paper that was written for another class in previous courses. All work must be completely new and written solely by the student.

V. METHODS

- A. Lectures, Discussions:** This course is balanced between lecture and discussion. Students are expected to participate in discussions. Online students will be given special instructions about how to participate in these discussions.
- B. Reading and Writing:** All reading must be completed as assigned. *All essay assignments must be completed to pass this course.* Grading rubrics are used on all essays.

C. Grading

Possible Points for All Assignments:

Reading Journals (8 x 25)	200 points
Participation Activities (8 x 25)	200 points
Discussion Boards (8 x 50)	200 points
Literary Essay	400 points
Total	1000 points

The Grading Scale can be found in the University Catalog.

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VI. TENTATIVE SCHEDULE (The professor may modify the schedule if necessary.)

	Topic	Assignments
Week 1	Introduction to Epic World Literature	<ul style="list-style-type: none"> • Reading Journal (RJ) 1 • Discussion Board (DB) 1
Week 2	<i>The Odyssey</i> Books 1–12	<ul style="list-style-type: none"> • Read <i>The Odyssey</i> Books 1–12 • RJ 2 • DB 2
Week 3	<i>The Odyssey</i> Books 13–24	<ul style="list-style-type: none"> • Read <i>The Odyssey</i> Books 13–24 • RJ 3 • DB 3
Week 4	<i>The Aeneid</i> Books 1–6	<ul style="list-style-type: none"> • Read <i>The Aeneid</i> Books 1–6 • RJ 4 • DB 4
Week 5	<i>The Aeneid</i> Books 7–12	<ul style="list-style-type: none"> • Read <i>The Aeneid</i> Books 7–12 • RJ 5 • DB 5
Week 6	Introduction to Dante's <i>The Inferno</i>	<ul style="list-style-type: none"> • Read <i>The Inferno</i> Cantos 1–20 • RJ 6 • DB 6
Week 7	Dante's <i>The Inferno</i> (Cantos 1–20)	<ul style="list-style-type: none"> • Read <i>The Inferno</i> Cantos 21–24 • RJ 7 • DB 7
Week 8	Dante's <i>The Inferno</i> (Cantos 21–34)	<ul style="list-style-type: none"> • RJ 8 • DB 8 • Literary Essay

VII. Resources:

- A. Accommodations Support:** Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (aso@calvary.edu) of any disabling condition that may require support.
- B. The Clark Academic Center:** The Clark Academic Center (learning@calvary.edu) is dedicated to providing free academic assistance for Calvary University students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.
- C. Bibliography**

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- Kramer, Samuel N. et al, eds. *Great Ages of Man: A History of the World's Cultures: Cradle of Civilization..* New York: Time-Life, 1973.
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- Rogers, Pat, ed. *The Oxford Illustrated History of English Literature*. New York: Oxford UP, 1994.
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