

Summer 6-15-2017

# ENG 3010G-600: Literary Masterworks

Marjorie Worthington  
*Eastern Illinois University*

Follow this and additional works at: [http://thekeep.eiu.edu/english\\_syllabi\\_summer2017](http://thekeep.eiu.edu/english_syllabi_summer2017)



Part of the [English Language and Literature Commons](#)

---

## Recommended Citation

Worthington, Marjorie, "ENG 3010G-600: Literary Masterworks" (2017). *Summer 2017*. 5.  
[http://thekeep.eiu.edu/english\\_syllabi\\_summer2017/5](http://thekeep.eiu.edu/english_syllabi_summer2017/5)

This Article is brought to you for free and open access by the 2017 at The Keep. It has been accepted for inclusion in Summer 2017 by an authorized administrator of The Keep. For more information, please contact [tabruns@eiu.edu](mailto:tabruns@eiu.edu).

**ENGLISH 3010G**  
**LITERARY MASTERWORKS**

Professor: Dr. Marjorie Worthington  
Email: mgworthington@eiu.edu

Office Hours: by appt. or via email

**COURSE OBJECTIVES:**

- Reading widely varied works of literature
- Discussing literary forms and variants on those forms
- Developing reading skills that enable students' future enjoyment of reading
- Writing analytically about various works of literature
- Developing an understanding and appreciation of disparate literary works

**TEXTS:**

*Hamlet*, William Shakespeare

*Paradise Lost*, John Milton

*Pride and Prejudice*, Jane Austen

"The Yellow Wallpaper," Charlotte Perkins Gilman (on D2L)

*The Great Gatsby*, F. Scott Fitzgerald

*The Color Purple*, Alice Walker

**PROFESSOR CODE OF CONDUCT:** What you can expect from me

Here is a list of responsibilities that I will fulfill as your instructor. As part of your Module 2 assignment, you will be constructing a similar list of student responsibilities.

- 1) I will construct a collegial course environment where all course members treat each other with respect.
- 2) I will respond to your questions in a timely fashion (i.e. within several hours).
- 3) Any questions sent to me after 10:00pm will be answered the next morning.
- 4) I will grade your assignments in a timely fashion.
- 5) I will treat your ideas as important contributions to our learning and create an atmosphere where we as a class construct meaning together.
- 6) I will treat all students fairly and with respect.

**STUDENT CODE OF CONDUCT** As part of Module 2, you will be constructing a list of your responsibilities as a student in this course. Here are some of my expectations:

- 1) Since many of your assignments require you to respond to what others have written, it is important that you complete all assignments on time and completely. Remember that the day-to-day participation in this course is worth 40% of your final grade.
- 2) **LATE ASSIGNMENTS WILL NOT BE ACCEPTED AND WILL RECEIVE A GRADE OF ZERO.** All assignments must be submitted by midnight on the day they are due. Many of your assignments involve responding to what others have said. If you do not submit your work on time, you cannot contribute to the conversation and others cannot respond to your ideas. Because this is a fast-paced, condensed course, we move quickly from one topic to the

next—another reason why your assignments must be completed on time. I really cannot stress this enough: it will be very easy to fall behind in this course and if you are not on top of the assignments, you will soon be in over your head.

- 3) **PLAGIARISM WILL NOT BE TOLERATED:** Plagiarism is defined as appropriating words or ideas that are not your own without giving proper credit. The temptation to plagiarize can be great, particularly in the advent of extensive computer technology and the online nature of our class. However, the consequences of plagiarism are dire and will result in a grade of F for the assignment and possibly for the course. It will also result in a report to the Judicial Affairs Office.
- 4) Many students take online courses because they assume—mistakenly—that because we do not meet face-to-face, the course will be easier than a traditional course. This is not the case; in fact, **ONLINE COURSES ARE MORE DIFFICULT THAN FACE-TO-FACE COURSES.** In our case, this is because, instead of real-time discussions, all of our discussions take place online in **WRITTEN** form. So, the large amount of writing usually required of a literature course is compounded here by the online nature of our course. You should be aware of that going in and should expect to spend a great deal of time reading and writing for this course. If you complete the course assignments to the best of your ability, your writing will improve demonstrably. If you do not, you will not do well in the course.
- 5) **MODULES:** This course is broken into segments called “Modules” which will be posted on Desire2Learn in sequence. However, most of the Modules require several steps that will take place over several days. This means that you will be working on more than one Module at once and it is up to you make sure each part of each Module is completed on time. It is very easy to fall behind in this course if you are not careful and vigilant.

### **GRADE BREAKDOWN:**

**50 Discussion Questions:** 50% – Each question is worth 10 points (7 for your answer, 3 for your responses to classmates’ answers). To get full credit for a question, your answer(s) must be complete, well written and thoughtful. For a full accounting of my grading criteria, see below.

**Essay 1** 15%

**Essay 2** 20%

**Final Exam** 15%

## **Grading Criteria**

**A grade of A** indicates work that is truly outstanding in every way. In addition to completely and promptly fulfilling the basics of the assignment, work that receives an A grade provides a depth of insight and analysis that adds substantively to the conversation surrounding the literary text. This level of work engages deeply with the themes, issues and ideas involved in the particular text being studied and often links those themes, issues and ideas to the larger ones reflected in the discussion from the overall course. In this way, such work helps all who read it understand the literary text better and more deeply. A-level work is rare and it **should be noted that merely writing MORE than what was assigned does not necessarily merit a grade of A.**

**A grade of B** indicates that, in addition to completing the assignment on time and completely, you have provided a depth of insight and analysis that shows that you have thought deeply about the assignment and its implications, that you have engaged actively with the reading, have thought much about it and this thought is reflected in clear, cogent and insightful writing which engages

with deeper meanings of the text and which possibly connects this text to others from the course and with overall themes of our course. In other words, B-level work does more than simply complete the assignment. B-level work engages deeply with the assignment. **It should be noted that merely writing MORE than what was assigned does not necessarily merit a grade of B.**

**A grade of C** indicates that you have completed the assignment as required in an adequate, satisfactory and punctual manner. All necessary components of the assignment are present and completed according to what was required. The writing is clear and grammatically correct. **In other words, just doing the assignment adequately and on time will earn you a grade of C.**

**A grade of D** indicates that the assignment does not meet the requirements of the assignment in some respect. Although parts of the assignment may be satisfactory, an assignment that merits a D is incomplete, is late, OR does not adequately address the requirements of the assignment. In other words, an assignment might be given a D if it does not engage adequately with the question or the literary text in question. **Note that a grade of D may be given to work that *partially* completes the assignment, but is not complete or punctual.**

**A grade of F** indicates that the assignment is either extremely late and/or incomplete OR that it does nothing to engage with the question asked or with the literary text being discussed.

### SCHEDULE OF ASSIGNMENTS

M June 12	Introduction – Read syllabus and materials and get started on Module 1. Post any questions to the Desire2Learn discussion board called ‘Questions.’ Do this rather than emailing questions to me so that others can see both your questions and my answers to them.
T June 13	Begin Module 1
W June 14	Begin Module 2
Th June 15	Module 3: <i>Hamlet, Act I</i>
F June 16	Module 4: <i>Hamlet, Act II</i>
M June 19	Module 5: <i>Hamlet, Acts III &amp; IV</i>
T June 20	Module 6: <i>Hamlet, Act V</i>
W June 21	Module 7: <i>Paradise Lost</i> , Books 1-2, <b>Essay 1 Assigned</b>
Th June 22	Module 8: <i>Paradise Lost</i> , Books 3-5 (skip Book 6)
F June 23	Module 9: <i>Paradise Lost</i> , Books 7-8 (skip Book 6)
M June 26	Module 10: <i>Paradise Lost</i> , Books 9-10 (skip Books 11 & 12)

T June 27      Module 11: *Pride and Prejudice*, Chaps. 1-11

W June 28      Module 12: *Pride and Prejudice*, Chaps. 12-23

Th June 29     Module 13: *Pride and Prejudice*, Chaps. 24-35

F June 30      **Draft of Essay 1 due** , Module 14: *Pride and Prejudice*, Chaps 36-47

M July 3        **No New Module**

T July 4        **INDEPENDENCE DAY**

W July 5        Module 15: *Pride and Prejudice*, Chaps 48-end

Th July 6        Module 16: “The Yellow Wallpaper”

F July 7        **Essay 1 due** Module 17: *The Great Gatsby*, pp. 5-60  
**Essay 2 Assigned**

M July 10      Module 18: *The Great Gatsby*, pp. 60-100

T July 11      Module 19: *The Great Gatsby*, pp.100-143

W July 12      Module 20: *The Great Gatsby*, pp. 143-end

Th July 13     Module 21: *The Color Purple*, pp. 1-50

F July 14      **Draft of Essay 2 due** Module 22: *The Color Purple*, pp. 51-120

M July 17      Module 23: *The Color Purple*, pp. 121-170

T July 18      Module 24: *The Color Purple*, pp. 171-225

W July 19      Module 25: *The Color Purple*, pp. 225-end

Th July 20     Module 26: **Essay #2 due**

F July 21      Module 27: **Final Exam**