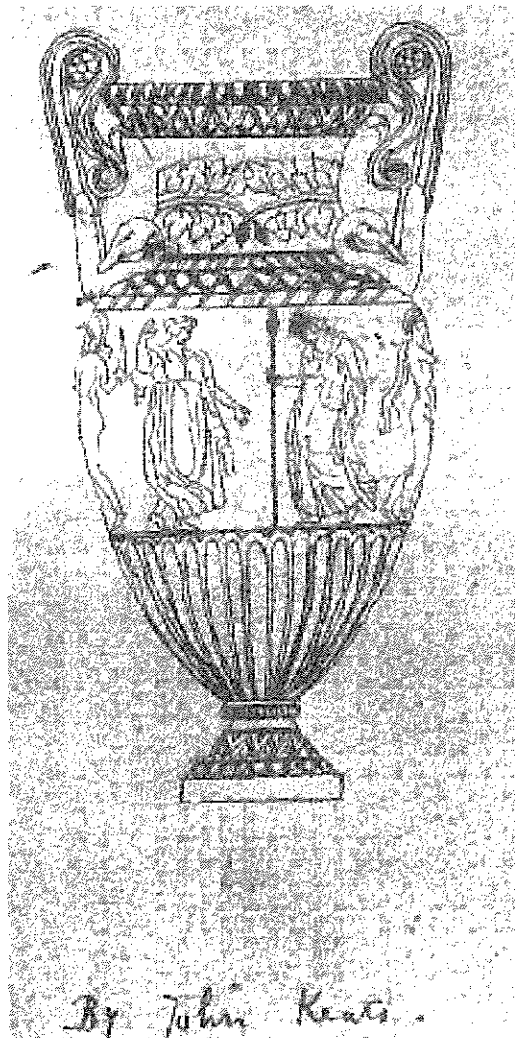


Marie Hulme
Sacred Heart University
Spring '12
hulmem@sacredheart.edu
Office hours: Mon 3:30-4:45p, and, by appointment
Office: English Department HC221

The Common Core: Literary Expressions of the Human Journey
(ENCC102EN)

M/TH: 2:00p – 3:15p
Room: HC216



ENCC102: Literary Expressions of the Human Journey
Common Description and Learning Objectives

DESCRIPTION

ENCC102 is part of Sacred Heart University's common core sequence *The Common Core: The Human Journey*. Each course in *The Common Core: The Human Journey* will address four fundamental questions of human meaning and value. These questions will serve as the unifying frame for all the courses in The Common Core.

In ENCC102 we will read and examine significant works of literature. We read serious literature because it presents us with images of, dramatizes for us, or tells us, stories about ourselves, our human experience throughout time, and the way we live. This course engages students in conversations about these literary stories, images, and dramatizations.

In this course, we will critically and analytically read and examine works of literature from different cultures – western and non-western, including Catholic, and from different time periods – classical to contemporary, with an aim toward understanding and appreciating how these very different works give us insight into the FOUR CENTRAL QUESTIONS:

1. What does it mean to be human?
2. What does it mean to live a life of meaning and purpose, and is it possible to do so?
3. What does it mean to understand and appreciate the natural world?
4. What does it mean to forge a more just society for the common good?

LEARNING OUTCOMES

Students will demonstrate an understanding of how literature expresses/reflects the FOUR CENTRAL QUESTIONS stated above. This implies that students will demonstrate:

1. An ability to read, think, write and speak about literature critically and analytically;
2. An understanding of how these works of literature from different cultures and time periods are expressions of the four common core questions;
3. An ability to use important literary terms to discuss and analyze the literature.

COMMON TEXTS

The Odyssey, Homer (translated by Robert Fagles)

The Women of Brewster Place, Gloria Naylor

Hamlet, William Shakespeare (instructor's choice)

ADDITIONAL REQUIRED TEXTS

The Bible, Selected readings from the Old and New Testaments (available on Blackboard)

Fides et Ratio, Pope John Paul II (provided by instructor)

Night, Elie Wiesel

Halala Madiba, various African poets (provided by instructor)

Note: Poems pertaining to the above requirements will be selected and available on-line or provided by instructor, including:

“Ulysses”, Tennyson

“Ode on a Grecian Urn”, Keats

“At Ithaca”, H.D.

“Inferno”, Dante (excerpt)

“Celestial Love”, Emerson

“The Garden of Love”, Blake

“Tyger/Lamb”, Blake

“God’s Grandeur”, Hopkins

“Dream Deferred”, Hughes

“Harlem”, Hughes

“To the Little Polish Boy Standing with His Arms Up”, Fischl

Various holocaust poetry, Wiesel, et.al.

LEARNING OUTCOMES

By the end of this course, through the use of critical reading, thinking, speaking and writing, students will demonstrate their ability to understand 1.) literature as an expression of human experience; 2.) various works of literature across time periods and cultures; 3.) how selected works of literature represent concerns raised with the Catholic Intellectual Tradition; 4.) various elements and tools of literary analysis.

ASSESSMENT TOOLS

Students will be assessed through any of the following assessments: **Journals, blogs, essays, quizzes, exams, presentations, in-class and on-line participation and discussion. An electronic discussion board on BlackBoard will be used extensively throughout the semester; you will be required to post responses to a variety of threads.** These postings will be required to be posted at least one hour prior to class or will receive a deduction in credit. You will be asked to evaluate and analyze (higher order thinking) readings and respond to my questions.

Grading criteria

A = excellence in use, quality, level and expression of ideas; excellence in thesis, structure, organization, development, coherence, clarity, logic; excellence in language, vocabulary, sentence style and structure; excellence in format, grammar and mechanics. **Overall quality is exemplary.**

B+ = high achievement in all of the above

B = good, in most aspects of the above

B- = above average, in most of the above

C+ = average in most of the above

C = adequate basic understanding in most of the above

C- = inadequate in some of the above

D+ = inadequate in many or all of the above

F = failure

Grading scale:

95-100=A, 91-94=A-, 88-90=B+, 84-87=B, 80-83=B-, 77-79=C+, 72-76=C, 69-71=D+, 65-68=D, below 65=F.

UNIVERSITY SYSTEM OF GRADES – GRADUATE AND UNDERGRADUATE

A = 4.00

A- = 3.75

B+ = 3.50

B = 3.00

B- = 2.75

C+ = 2.50

C = 2.00

D+ = 1.50 Not Graduate

D = 1.00 Not Graduate

F = 0.00 Failure

I = 0.00 Incomplete

W = 0.00 Withdrawn Officially – No Penalty

WF = 0.00 Withdrawal While Failing (Unofficial)

RUBRICS AND OUTCOMES

Assessment and grading will be based on and will reflect the attached rubrics and outcomes for the common texts of ENCC102 in The Common Core. Students will be provided with additional rubrics as needed and determined by specific assignments.

ATTENDANCE POLICY

Attendance will be taken at each class and recorded.

1. University policy is followed.
2. Two absences allowed for medical or personal reasons without penalty by the University policy.
3. Tardiness and early departure are taken into account.
4. Additional absences without good cause (documented) will reduce grade (1/2 letter grade for each absence off of your final grade.) In the case of excessive absences, you will be given a WF and dismissed from the class. Medical and other emergencies will be dealt with on an individual basis and will require documentation from the Dean of Students. **Absences on dates of major assignments/tests will require documentation in order to submit/take scheduled assignment/test.**

PLAGIARISM

Read and follow Academic Integrity Policy

Read and follow Policy on Plagiarism

GRADING/ASSESSMENT

1. **Preparation/Participation 20%** Read all text assignments on time and be prepared to participate actively in and to lead class discussions.
2. Discussion Board/On-line Discussions 20%
3. Quizzes/Essays/Exams/Presentations/Projects 30%
4. Colloquia attendance and posting 10%
5. Final 20%

LATE WORK: For each day an assignment is late, a penalty of 1 point off the assessed grade will apply. Some work will not be accepted after the deadline, including some on-line postings.

MLA Format is expected for all essays/papers.

DATE

DISCUSSIONS/ASSIGNMENTS

1/19	Introduction to ENCC102 Introduction to Homer's <i>The Odyssey</i>	Books I-V "Human Journey" reflection essay
1/23	<i>The Odyssey</i>	Group Blog Books VI-IX Individual Blog response
1/26	<i>The Odyssey</i> Canto XXVI <i>Inferno</i> , Dante <i>Ode on a Grecian Urn</i> , Keats	Group Blog Books X-XV
1/30	<i>The Odyssey</i>	Group Blog presentations Individual Blog response
2/2	<i>The Odyssey</i>	Group Blog Books XVI-XX
2/6	<i>The Odyssey</i> <i>At Ithaca</i> , H.D.	Group Blog presentations
2/9	<i>The Odyssey</i>	Group Blog presentations Individual Blog response
2/13	<i>The Odyssey</i> <i>Ulysses</i> , Tennyson	Books XXI-XXIV
2/16	<i>The Odyssey</i>	Final Group Blog presentations Individual Blog response
2/20	<i>The Bible</i> <i>Tyger/Lamb</i> , Blake	Genesis Journal Reflection
2/23	<i>The Bible</i> <i>Celestial Love</i> , Emerson <i>The Garden of Love</i> , Blake <i>God's Grandeur</i> , Hopkins	Matthew Journal Reflection
2/27	<i>Fides et Ratio</i> , Pope John Paul II	Journal Reflection Complete reading of <i>Hamlet</i>
3/1	Introduction to Shakespeare's <i>Hamlet</i>	ACTS I, II Socratic Seminar

<u>DATE</u>		<u>DISCUSSIONS/ASSIGNMENTS</u>
3/4-3/11	Spring Break	Acts III, IV, V
3/12	<i>Hamlet</i>	Soliloquy due
3/15	<i>Hamlet</i>	Socratic Seminar II
3/19	<i>Hamlet</i>	Exam
3/22	Introduction Night <i>To the Little Polish Boy</i> , Fischl Holocaust poems	Complete reading
3/26	<i>Night</i>	Journal Response
3/29	<i>Night</i>	Analysis paper due
4/2	<i>The Women Brewster Place</i> <i>A Dream Deferred</i> , Hughes <i>Harlem</i> , Hughes	Reading quiz
4/5-4/9	Happy Easter!	
4/12	<i>The Women of Brewster Place</i>	Reading quiz
4/16	<i>The Women of Brewster Place</i>	Journal Response
4/19	<i>Halala Madiba</i>	
4/26	<i>Halala Madiba</i>	Poem/Song due
4/30	The Human Journey	Discussion/Reflections
5/1-5/8	Finals	Date/time tba

COLLOQUIA

Required: The Women of Brewster Place (date/time tba)

One additional of student's choice from the Human Journey Colloquia Series.

Attendance at required colloquium, one additional and blackboard discussion posts represent 10% of final grade.

NB: PLEASE TURN OFF CELL PHONES! USE OF COMPUTERS AS DIRECTED INSTRUCTOR AS NEEDED ONLY. IMPROPER COMPUTER OR PHONE USE WILL RESULT IN DISMISSAL FROM CLASS AND STUDENT WILL BE MARKED AS AN UNEXCUSED ABSENCE.

MATERIALS

Students will need a binder or notebook with pockets for handouts, a writing instrument, and the text we are studying for each class. Failure to come to class prepared will adversely affect final grade.

OFFICE HOURS

M 3:30-4:45. Stop by regularly! I am here to help you! Each student will be required to make one "official" appointment by mid-term period to assess progress and to provide the instructor with an opportunity to assist, as needed.

I look forward to an enjoyable and successful semester together examining "Literary Expressions of the Human Journey"!