



## ESSEX COUNTY COLLEGE

### Humanities Division

## ENG 215 – Modern Literary Masterpieces

### Course Outline

**Course Number & Name:** ENG 215 Modern Literary Masterpieces

**Credit Hours:** 3.0    **Contact Hours:** 3.0    **Lecture:** 3.0    **Lab:** N/A    **Other:** N/A

**Prerequisites:** Grade of “C” or better in ENG 102

**Co-requisites:** None

**Instructor:** Dr. Nessie Hill

**Email:** TBA

**Office Hours:** 1 hour of conferencing, discussions, tutoring, and mentoring students who need help with assignments or homework. *Please do not hesitate to meet with me.*

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**Course Description:** The Development of modern literary thought is examined from the post-Renaissance era to the present day. Students will do an intensive study of selected masterpieces of world literature.

#### **Required Text(s) and materials:**

- **Textbook:** Puchner, Martin et al. The Norton Anthology World Literature. Shorter Fourth ed. Vol. 2. New York: Norton. 2019.
- Flash Drive
- A Folder with two pockets for submission of work professionally
- Dictionary and/or Thesaurus
- Notebooks, laptops, pens, stapler, etc.
- **Textbook:** Bullock, Richard, Michal Brody and Francine Weinberg. The Little Seagull Handbook. 3<sup>rd</sup> ed. New York: Norton, 2017. (Optional).
- Additional lecture handouts if any

For documentation of sources, you can go to Purdue OWL Online Writing Lab under the MLA tab (<https://owl.english.purdue.edu/owl/>). I will provide examples of some additional entry formats.

**General Education Goals:** ENG 215 is affirmed in the following General Education Foundation Categories: **Humanistic Perspective** and **Global and Cultural Awareness of Diversity**. The corresponding General Education Goals are respectively as follows: Students will analyze works from different historical periods. They will gain competence in the use of a foreign language; and understand the importance of global perspectives and culturally diverse peoples.

**Course Goals:** Upon successful completion of this course, students should be able to do the following:

1. Discuss the universality and diversity of literary thought;
2. Apply critical and analytical approaches to the study of literature; and
3. Write critical and analytical essays about literary works.

**Measurable Course Performance Objectives (MPOs):** Upon successful completion of this course, students should specifically be able to do the following:

- 1. Discuss the universality and diversity of cultural values of the western world as expressed in its literature:**
  - 1.1 *identify and describe specific themes that identify the universality and the diversity of literary thought; and*
  - 1.2 *explain these universal and diverse themes as reflected in the specific literary work*
- 2. Apply critical and analytical approaches to the study of literature:**
  - 2.1 *define basic terms and concepts used in literary discussion;*
  - 2.2 *analyze and describe how these terms and concepts operate in each work studied; and*
  - 2.3 *use these terms and concepts as the basis for literary analysis*
- 3. Write critical and analytical essays about literary works:**
  - 3.1 *write several short critical and analytical essays about selected works studied;*
  - 3.2 *use appropriate citations from the source work to support the development of the thesis idea in the critical essay;*
  - 3.3 *write a longer documented literary research paper about a work relevant to the course;*
  - 3.4 *use appropriate citations from the source work to support the development of the thesis in the documented literary research paper;*
  - 3.5 *use the library and other resources to find relevant, scholarly secondary source material in support of the thesis in the documented literary research paper;*
  - 3.6 *write in one's own voice in the essay while properly incorporating primary and secondary material; and*
  - 3.7 *prepare the documented literary research paper in standard MLA format*

**Methods of Instruction:** Instruction will consist of lecture, discussion, and the development of a series of extended compositions analyzing pieces of literature, including a documented literary research paper.

**Outcomes Assessment:** Checklist rubrics are used to evaluate sampled student critical essays analyzing literature for the presence of the measurable objectives. A survey to be administered following essays evaluates student preparation for writing analysis of literature. Checklist rubrics are used to evaluate the various elements of the documented literary research paper. A survey that is blueprinted to learning objectives is administered during the course of the summer session.

**Course Requirements:** All students are required to:

1. Complete the intensive reading of literary masterpieces. The selection should include a balance of literary genres.
2. Write critical essays and a documented literary research paper. The documented literary research paper should be written according to current MLA format.
3. Read shorter works, such as poetry, as assigned by the instructor.
4. Read all other assigned material.
5. Participate in class discussions.

**Attendance Policy:** Regular and prompt attendance is essential for academic success. Faculty members take attendance at each scheduled class session. Students are expected to attend and be on time for all classes. Individual faculty members may establish specific attendance policies. Attendance records will be turned in to the appropriate Division/Department Chair and/or Program Director at the end of the term and in the interim upon request. Any students with more than three unexcused absences will automatically fail the course.

**Methods of Evaluation:** Final course grades will be computed as follows:

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**Grading Components****% of final course grade**

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- Critical Essays Analyzing Pieces of Literature **20 - 30 %**  
(to be assigned by the instructor)

The critical essays will show evidence of the extent to which students meet course objectives including, but not limited to, developing an analytical argument appropriate to the assignment

given, demonstrating the ability to manage paragraph and essay structure, and showing evidence of editing and revision.

- **Documented Literary Research Paper** **20 - 30%**

(to be assigned by the instructor)

The documented literary research paper will show evidence of the extent to which students meet course objectives including, but not limited to, developing an analytical argument appropriate to the assignment, demonstrating the ability to manage paragraph and essay structure, citing primary and secondary research sources, developing a “Works Cited page,” and showing evidence of editing and revision. In addition, the student will utilize primary and secondary research sources in order to develop and support their thesis, while clearly maintaining their own voice in the dialogue.

- **Exams** **30%**
- **Participation** **10%**
- Total** **100%**

**NOTE:** The instructor will provide specific weights, which lie in the above-given ranges, for each of the grading components at the beginning of the summer session.

#### Grading System:

<b>A</b>	<b>90% - 100%</b>	<b>Superior</b>
<b>B+</b>	<b>87% - 89%</b>	<b>Very Good</b>
<b>B</b>	<b>80% - 86%</b>	<b>Good</b>
<b>C+</b>	<b>77% - 79%</b>	<b>Above Average</b>
<b>C</b>	<b>70% - 76%</b>	<b>Satisfactory</b>
<b>D</b>	<b>60% - 69%</b>	<b>Passing</b>
<b>F</b>	<b>59% - 0</b>	<b>Failing</b>

**Academic Integrity:** Dishonesty disrupts the search for truth that is inherent in the learning process and so devalues the purpose and the mission of the College. Academic dishonesty includes, but is not limited to, the following:

- **plagiarism** – the failure to acknowledge another writer’s words or ideas or to give proper credit to sources of information;
- **cheating** – knowingly obtaining or giving unauthorized information on any test/exam or any other academic assignment;
- **interference** – any interruption of the academic process that prevents others from the proper engagement in learning or teaching; and
- **fraud** – any act or instance of willful deceit or trickery.

Violations of academic integrity will be dealt with by imposing appropriate sanctions. Sanctions for acts of academic dishonesty could include the resubmission of an assignment, failure of the test/exam, failure in the course, and/or probation.

**Student Code of Conduct:** All students are expected to conduct themselves as responsible and considerate adults who respect the rights of others. Disruptive behavior will not be tolerated. All students are also expected to attend and be on time all class meetings. No cell phones or similar electronic devices are permitted in class.

**Responsibility for work:** You are responsible for the course work from the day it is assigned and/or presented to the class.

- Reading assignments should be finished prior to the class for which they are assigned.
- Taking notes in class is important.

**Classroom Behavior:**

Please be prompt and be prepared for class to begin

- Be on time for presentation of speeches
- Please confine speaking in class to the topic under discussion
- Cell phones, beepers, and any other electronics must be turned off during class lectures
- No texting or answering calls in class
- No headphones are allowed or worn in class
- No fez caps, I need to see your facial profiles
- No Sun glasses unless if you had eye surgery
- No eating, drinking, or chewing of gum are allowed in class
- Avoid any disruption or disturbance in class

## Writing Conference and Communication

The instructor has office hours to conference with students. Students who need help or further instruction must communicate their concerns to the teacher immediately.

During the course of the summer session, I'll conference with students and guide them through the writing, studying, and learning process

**Course Content Outline:** This is a tentative course schedule, and the instructor reserves the right to make changes for the betterment of the student's development. If there are any changes, students will be notified.

## Class Meeting

### (90 minutes)                      Topics to be Covered/ Class Activities

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#### Week 1/Days:

- 1            -Orientation, Course Introduction; Teacher-Student Introductions;  
              -Review of Syllabus;
- 2-3        -Preface and discussion of world literatures including early modern East Asia (3-11)  
              -Read "Wu Cheng'En" (11-86)
- 4            -Teach prewriting techniques in essay writing  
              -Teach sentence skills and mechanics
- 5            -Read "Matsu Basho" (86-98)  
              -Discussions; Review  
              -**Exam one**

#### Week 2/Days:

- 6            -Discuss Elements of Literature; Writing an Essay; Analyzing Literature  
              -Discuss the importance of critical and analytical thinking in literature
- 7            -**Age of Enlightenment in Europe discussion** (127-135)
- 8-9        -Read Moliere (Jean-Baptiste Poquelin) "Tartuffe" (135-191)
- 10         -Discussions; website links  
              -**Exam two**

#### Week 3/Days:

- 11         -**Read Age of Revolutions** (321-333)  
              -Discussions
- 11-12     -Read Frederick Douglass' "Narrative of the Life of Frederick Douglass" (469-530)
- 12-13     -Discussions; review; website links  
              -**Midterm exam                      (3)**  
              -**Assign a Research Topic**
- 14-15     -Discuss steps in research, planning, summarizing, paraphrasing, primary, and secondary sources, formatting, in-text citations, and works cited etc.

**Week 4/Days:**

- 16 -**Read Realism and Naturalism** (655-660)  
-Continued discussions including working progress on the research paper
- 16-17 -Read Anton Chekhov's "The Lady with the Dog" (867-883)
- 17 -Discussions; review; website links
- 18-20 -Discuss analyzing poetry.  
-**Poetry**: Read and discuss William Butler Yeats, "The Second Coming"; and T.S. Eliot's, "The Love Song".  
-Review; discussions, preparations etc.  
-**Exam four**

**Week 5/Days:**

- 21 -**Research Paper due.**  
-**Read Modernity and Modernism** (885-894); **Post war and Post-Colonial** (1195-1198);  
and **Contemporary World Literatures** (1271-1277)
- 22 -Read Virginia Woolf's "A Room of One's Own" (1082-1116)
- 23 -Read Chinua Achebe's "Chike's School Days" (1254- 1259)  
-Discuss and review
- 24-25 -Read Jamaican Kincaid's "Girl" (1380- 1382)  
-Discussions, review, preparations etc.  
-**Final exam (5)**  
-Evaluations

Good Luck and Happy Holidays!!!!