
Course Title: English 203: Honors Writing About Literature**Enrollment:** 25 Students

Course Description: English 203 introduces students to communicating persuasively about literature, for the purpose of enhancing skills in academic and professional communication. Learning goals include considering the effects of messages, fostering understanding, and improving skills necessary to communicate persuasively on issues raised in and elaborated by literature from a variety of social, individual, and ethical perspectives. This course focuses on texts drawn from a range of historical periods while also representing a variety of literary genres. Students will work to develop the crucial thinking skills that lead to persuasive communication that interprets literature by completing assignments in writing, analytical reading, and oral presentations. The course provides extensive study and practice in argumentation techniques, in considering different audiences, and in reaching professional levels of command in oral, aural, written and visual literacy skills.

Learning Outcomes:

At the end of the semester, students will be able to do the following:

- Communicate clearly on key issues, themes, and ideas expressed multi-modally in and about literature: in forms involving oral, aural, visual and written assignments
- Identify major authors, works, and critical approaches regarding literature
- Communicate clearly and persuasively to demonstrate critical thinking about principle themes and ideas in literature
- Communicate clearly to foster understanding in grouped team-work assignments
- Research, synthesize, analyze, write and present orally to communicate clear persuasive ideas interpreting literature and its social, individualized, and ethical ideas and contexts
- Ethically synthesize, cite and document ideas and sources in all forms of presentation about literature.

Core Curriculum Objectives:

- *Critical Thinking Skills (CTS)*: The course will enhance critical thinking skills through regular reading of literature, presentations on the reading (aural skill building), through class discussion (including multi-modal visual, oral, and Power Point presentations), and extensive writing assignments focused on critical approaches to analysis and interpretation of literature.
- *Communication Skills (CS)*: The course promotes communication skills through small and large group discussion of major literary ideas, authors, periods, and social, individual and ethical issues central to course readings in literature and/or film (visual) and appropriate critical approaches; the course promotes communication skills through extensive, regular practice

(formal assignments of argumentation about literature for multiple audiences), in persuasive forms of writing about literature.

- *Teamwork (T)*: The course enhances the ability to work in teams by providing students with regular opportunities in and out of class to collaborate with classmates on relevant projects employing written skills, oral presentational skills, and classroom tasks on literature.
- *Personal Responsibility (PR)*: The course teaches personal responsibility by enhancing students' understanding of how to use sources ethically while composing a persuasive argument or answer to an essay question about literature; the course teaches personal responsibility by regular practice in teams and group discussion about literary ideas and issues.

Assessment of Core Objectives:

- *CTS*: The assessment of critical thinking skills will be based on written work, exams, oral presentations, and/or participation in class discussions.
- *CS*: The assessment of communication skills will be based on written work, exams, oral presentations, and/or participation during class discussions, individually and/or in teamed groups.
- *T*: The assessment of teamwork ability will be based on participation in collaborative learning projects making interactive, cooperative use of differing points of view in course readings, writing assignments, and oral presentational skills to support a shared purpose or goal.
- *PR*: The assessment of personal responsibility will be based on assignments in which students are expected ethically to cite another person's work in composing written research essays and/or oral presentations.

Grading (1,000 points available)

Grading Scale

900-1000 points A
 800-899 points B
 700-799 points C
 600-699 points D
 599 points and below F

Grading:

Major Grade Categories/Assignments	Percentage of Grade
Consistent Participation in Teamwork Activities, Peer Review, and In-class Discussions	5%
Summary and Response Short Writes	5%
Quizzes (7 total, 5 counted, 20 points each; unannounced)	10%
Critical Analysis of Drama (1000-1250 words). This grade will include points for rough draft.	20%

Critical Analysis of Poetry (1000-1250 words). This grade will include points for rough draft.	20%
Annotated Bibliography for Final Research Paper	10%
Novel and Adaptations Research Paper (1250-1500 words). This grade will include points for rough draft.	30%
Total	100%

Texts:

- Howell D. Chickering, Jr., *Beowulf: A Dual-Language Edition* (ISBN-13: 978-1400096220). REQUIRED.
- John Gardner, *Grendel* (ISBN-13: 978-0679723110). REQUIRED.
- Susan Signe Morrison, *Grendel's Mother: The Saga of the Wyrd-Wife* (ISBN – 978-1785350092). REQUIRED.
- William Shakespeare, *Hamlet* (Folger Library Shakespeare, ISBN – 9780743477123). REQUIRED.
- Selections on eCampus Course Platform access via HOWDY and/or via email as indicated on the syllabus

Honors English 203 Course Schedule:**Week 1**

Introductions

Week 1

Quiz (?) / Short write (?)

Grammar Review I and II (in-class exercise)

Elements of Drama I

Glaspell, *Trifles*

Critical Analysis of the Drama Assigned**Week 2**

Quiz (?) / Short write (?)

Grammar Review I and II (in-class exercise)

Elements of Drama I
 Glaspell, *Trifles*

Week 2

Quiz (?) / Short write (?)
 Elements of Drama II
 Williams, *The Glass Menagerie*

Week 3

Quiz (?) / Short write (?)
 Plagiarism (in-class exercise)
 Williams, *The Glass Menagerie* Dramatic Reading

Week 3

Quiz (?) / Short write (?)
 Thesis Statements (in-class exercise)
 Tragedy I
 Shakespeare, *Hamlet* Acts 1-2 (Folger)

Week 4

Quiz (?) / Short write (?)
 Citing Sources (in-class exercise)
 Tragedy I
 Shakespeare, *Hamlet* Act 3-4 (Folger)

Week 4

Quiz (?) / Short write (?)
 MLA Format (in-class exercise)

**Rough Draft of Essay 1 Due
 Group Peer Review**

Week 5

Quiz (?) / Short write (?)
 Citing Sources (in-class exercise)
 Group Activity
 Tragedy I
 Shakespeare, *Hamlet* Act 5 (Folger)

Critical Analysis of Drama DUE

Week 5

Quiz (?) / Short write (?)
 Introduction to Poetry
 Denotation, Connotation, and Tone
 Frost, "Desert Places"

Williams, "The Red Wheelbarrow"
 Frost, "Design"
 Shakespeare, "My mistress' eyes"
 Roethke, "My Papa's Waltz"

Critical Analysis of Poetry Assigned

Week 6

Quiz (?) / Short write (?)
 Imagery and Figurative Language I
 Hayden, "Those Winter Sundays"
 Plath, "Metaphors"

Figurative Language II / Irony / Allusion
 Frost, "Fire and Ice"
 Dickinson, "Because I Could Not Stop for Death"
 Milton, "On His Blindness"

Week 6

Quiz (?) / Short write (?)
 Sound I: Rhyme / Alliteration / Assonance; Sound and Meaning
 Shakespeare, "Blow, Blow, thou winter wind"
 Brooks, "We Real Cool"

Sound II: Rhythm and Meter
 Rhythm and Meter (in-class exercise)
 Tennyson, "Break, Break, Break"

Week 7

Quiz (?) / Short write (?)
 Group Activity: DH – *Voyant*: word clouds, word frequency and distribution, sentiment analysis,
 Form I (*Perrine's* and eCampus)
 Donne, "Death Be Not Proud"
 Plath, "Mad Girl's Love Song"

Form II (*Perrine's* and eCampus)
 Stevens, "Thirteen Ways of Looking at a Blackbird"
 Herbert, "Altar"
 Herbert, "Easter Wings"
 Ginsberg, "A Supermarket in California"

Week 8

Quiz (?) / Short write (?)

Rough Draft of Critical Analysis of Poetry Due
Group Peer Review

Week 8

Quiz (?) / Short write (?)
 Hero Pattern Outline (in-class activity)
Beowulf (Chickering: lines 1-1037)

Week 8

Quiz (?) / Short write (?)
 Group Activity
Beowulf (Chickering: lines 1038-1849)

Week 9

Quiz (?) / Short write (?)
Beowulf (Chickering: lines 1850-3182)

Critical Analysis of Poetry DUE**Week 9**

Quiz (?) / Short write (?)
 Background for Study of the Novel
Grendel (Gardner: chapters 1-4)

Annotated Bibliography and Research Paper for the Novel Unit Assigned**Week 10**

Quiz (?) / Short write (?)
 Novel
Grendel (Gardner: chapters 5-8)

Week 10

Quiz (?) / Short write (?)
 Novel
Grendel (Gardner: chapters 9-12)

Week 11

Quiz (?) / Short write (?)
 Novel
Grendel's Mother (Morrison: pages 1-56)

Week 11

Quiz (?) / Short write (?)
 Novel
Grendel's Mother (Morrison: pages 57-109)

Week 12

Quiz (?) / Short write (?)
 Novel

Grendel's Mother (Morrison: pages 110-163)

Annotated Bibliography DUE

Week 12

Quiz (?) / Short write (?)

Novel

Grendel's Mother (Morrison: pages 164-208)

Week 13

Quiz (?) / Short write (?)

Novel and Adaptations

Beowulf (written by Neil Gaiman and Roger Avary; directed by Robert Zemeckis)

Week 13

Quiz (?) / Short write (?)

Novel and Adaptations

Beowulf and Grendel (directed by Sturla Gunnarson)

Week 14

Quiz (?) / Short write (?)

Novel and Adaptations

The 13th Warrior (directed by John McTiernan and based on Michael Crichton's *Eaters of the Dead*)

Week 14

Quiz (?) / Short write (?)

WRITING WORKSHOP

Week 15

Quiz (?) / Short write (?)

Rough Draft of Novel and Adaptations Research Paper Due

Group Peer Review

Wednesday Week 15

No Final Exam

Final Research Paper DUE