

English 2333 World Literature
Policy Statement and Syllabus
Spring 2023

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Office Hours: Monday – Thursday 11:45 – 2:00

Southcrest Mission Statement: Southcrest Christian School partners with parents in preparing students with scholastic excellence and a Biblical worldview to engage in God’s story.

Deep Hope: My deep hope for us is that as a community we learn to discern the true story that God writes in great literature, accept His invitation to join Him in writing His new work, and in so doing change the world around us, helping write a sentence, paragraph, or perhaps even a chapter in God’s unfolding story.

Storyline: Written in eloquent letters of Gold

Catalogue Course Description: This course introduces students to a selected group of literary masterpieces from the Neoclassical Age to the present. It acquaints students with some of the great works of literature, which of helped shape, and continue to influence modern Western literature, language, culture, and thought.

Scope / Purpose:

1. Scope: English 2332 introduces students to some of the great works of literature, from the Neoclassical Age to the present, which shape modern literature, language, and culture. The course includes the general historical background, as well as the principles of literary criticism appropriate to the literature.
2. Purpose: This course continues to develop the skills necessary to evaluate written material by exposing students to a variety of texts of historical and literary importance. Through this students increase their ability to understand the world around them.
3. **Please note: As this is a sophomore-level college course all of the material will be challenging and will have occasional “adult” language and content, though I will seek to minimize such occurrences. Students who are not prepared to work at the university level should think carefully before continuing with the course.**

Required Texts and Supplies:

1. A variety of texts from around the world, provided by your instructor.
2. “*Mere Christianity*,” by C.S. Lewis
3. *God’s Poems: The Beauty of Poetry and the Christian Imagination*, by John Poch
4. Access to a computer with printer and Internet access. Unless completed in class all assignments will be printed out using the following standards:
 - a. Times New Roman Font
 - b. 12 Pitch
 - c. Double Spaced
 - d. 1 inch margins all around

Objectives: By the end of the course students will be able to:

1. Discuss the characteristics of the Neoclassical, Romantic, Naturalism / Realism, the Modern, and Contemporary ages of Western Literature.
2. Critically evaluate masterpieces of literature via elements of; genre, biographical, cultural, and historical contexts, principal characters, and the details of plot and setting.
3. Understand and distinguish elements of non-fiction, fiction, poetry, and drama.
4. Articulate the value of art and literature in the formation of human culture.
5. Write about literature in a way that builds upon the writing skills developed in English 1301 and 1302.

Methods of Evaluation: Students will be evaluated using the following grading scale:

Letter Grade	Explanation	Point Value
A+	A near perfect paper, no major errors or misspellings	100
A	A very well done paper one major error or misspelling	95
A-	A well done paper one major error and two or three misspellings	90
B+	An above average paper one or two major errors and misspellings	89
B	An above average paper with two or three major errors or several misspellings	85
B-	An above average paper with two or three major errors and several misspellings	80
C+	An average paper, approaching above average, with a variety of errors or misspellings	79
C	An average paper with three or four major errors or a few misspellings	75
C-	An average paper with both major errors and misspellings	70

D	A sub-standard paper	69
F	A paper so poor that it indicates the student did not care or try.	50

Evaluation Criteria: Essays and written assignments will be evaluated according to the following standards:

1. Using the conventional standards of grammar (not journalistic standards, Associated Press for example).
2. Using appropriate methods of idea or thesis development.
3. Organizing the paper appropriately and maintaining coherence.
4. Supporting the argument with logic and facts that persuade.

Requirements:

Term Paper: Students will write a term paper over a literary piece of their choice, with teacher approval. This will be the cumulative event of the semester. In this they will read, research and critique a masterpiece drawn from the generally accepted canon of World Literature. I require that they not only read the work, but also use at least three other sources of criticism of the work, not including the class text.

In Class Essays: Students will write several short essays, both in class and as homework. These essays will explore material we read or discuss in class.

C.S. Lewis Essay: Students will write a lengthy essay (1,000 to 1,500 words) evaluating C.S. Lewis' book.

Worksheets / Quizzes: We will complete a variety of worksheets and quizzes designed to hone specific skill-sets; developing a strong thesis for example. Normally we will assign and complete these in class. I will use quizzes to assess such things as completing a reading assignment.

Participation / Behavior: I will assign a grade based on your participation.

Due Dates: We will remain flexible when assigning due dates, taking other school activities into account. That said, once we pick a due date, students must turn the assignment in on time. I will accept appropriately formatted documents via email. Students must use either Google Docs or MS-Word for their assignments. Printer or network problems at home do not justify late work.

Grading Rubric: I will grade activities and assignments according to the following rubric.

Worksheets / Quizzes:	20%
Class Participation / behavior:	10%
Essays	20%
C.S. Lewis Essay	15%
Term Paper	20%
Final Exam	15%

Plagiarism and Cheating: Students are expected to do their own work on all projects, quizzes, assignments, and papers. Failure to comply with this policy may result in an F for the assignment and/or an F for the course if circumstances warrant.

1. Plagiarism violations include, but are not limited to, the following:
 - a. Using Artificial Intelligence websites or apps to generate all or part of a paper or other assignment;
 - b. Turning in a paper that has been purchased, borrowed, or downloaded from another writer or from an online site;
 - c. Cutting and pasting together information from books, articles, other papers, or online sites without providing proper documentation;
 - d. Using direct quotations (three or more words) from a source without showing them to be direct quotations and citing them; or
 - e. Missing in-text citations.

2. Cheating violations include, but are not limited to, the following:
 - a. Obtaining an examination by stealing or collusion;
 - b. Discovering the content of an examination before it is given;
 - c. Using an unauthorized source of information (notes, textbook, texting, internet, Quizlet, etc.) during an examination, quiz, or homework assignment;
 - d. Entering an office or building to obtain unfair advantage;
 - e. Taking an examination for another;
 - f. Altering grade records;
 - g. Copying another's work during an examination or on a homework assignment;
 - h. Rewriting another student's work in Peer Editing so that the writing is no longer the original student's;
 - i. Taking pictures of a test, test answers, or someone else's paper.

Summation: Taking a dual-credit class represents a significant commitment on the part of students and parents. Students must work at a higher level in this class in order to justify earning credit at the high school and college level. Those who work hard will excel and enjoy the benefits of earning college credit while still in high school.