

## ENG 22072-004 (20513)—Great Books II

Wesley Raabe

Class Meets TTh 12:30 pm–1:45 pm, Bowman 301

Office: Satterfield, Rm. 202c, T 2:00–3:00

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Office: Library IBE, TBD (see Note)

W 9:00–12:00 and Fr. afternoon, by appt.

Office Phone: 672-2092 (during hours only)

Note: Early in the semester the Institute for Bibliography and Editing (IBE) will move from the Library's 11th Floor (Rm. 1118) to the 9th floor (Rm. Number TBD). After the move, I'll notify you of new office location.

### Course Description

The formal catalog description of this course is as follows: “Great works of world literature read in English. From 1700 to today, covering a wide range of ethnic and national voices, genres and traditions.”

### Course Goals

The course goals, given in brief form below, are published on Blackboard Vista in expanded form.

1. To know the material conditions of texts
2. To know the text in a larger context of creation and adaptation
3. To know the text in a larger context of the human condition
4. To present, orally, a question or observation that prompts others to respond
5. To propose a relationship between a small section of a text (one passage, or a small number of passages) and the text's larger contexts
6. To present the text in a new context
7. To respond with sympathy and understanding to other views
8. To present your own work in an appropriate form
9. To present your own responses to the text in an appropriate academic presentation form

We will work toward these goals by developing a process for reading that will be more ambitious (and time-consuming) than reading for surface understanding. That said, a strong surface understanding—the ability to identify characters and to summarize plot events—is essential for more ambitious thematic concepts: testing philosophical beliefs against historical events or modes of fictional presentation, distinguishing between teller and tale, applying external concepts about justice or self-understanding against the norms presented within fiction, and recognizing the uses of history and myth within a fictional work. As we gain greater understanding and insight, we will also develop the skill of sharing insights with one another.

### Textbooks and Materials

François-Marie Arouet de Voltaire. *Candide* OR *Optimism* (1759). Ed. and Trans. Robert M. Adams. New York: W. W. Norton, 1991. ISBN 13: 978-0393960587

Mary Shelley. *Frankenstein: OR The Modern Prometheus* (1818). Ed. M. K. Joseph. New York: Oxford Univ. Press, 2008. ISBN 13: 978-0199537167

Franz Kafka. *The Trial* (1925). Trans. Mike Mitchell. Ed. Ritchie Robinson. New York: Oxford Univ. Press, 2009. ISBN 13: 978-0199238293

Gabriel Garcia Márquez. *One Hundred Years of Solitude* (1967). New York: HarperCollins, 1992. ISBN 13: 978-0060740450

Toni Morrison. *Song of Solomon* (1977). New York: Vintage, 2004. ISBN 13: 978-1400033423

## Grading

20%	Blog and In-Class Participation
20%	In-Class Quizzes
50%	Exams
10%	Final Blog Portfolio

I grade and return all on-time assignments (quizzes, blogs, exams) within a week. I allow myself one extended grading period (extra class) for a quiz, blog, or exam. If you are not in class when I return graded work, please contact me after class or during the next class. Please double-check grades on Blackboard. Your vigilance will ensure that data-entry errors are corrected.

## In-Class Participation

Participation during class-wide or small-group discussion is preferred. A smaller number of high-quality contributions is valued more than contributions of great quantity. A handout on the art of Sprezzatura will list suggestions for developing high-quality oral contributions. Attendance and active in-class participation can complement blog posts and assignments and quizzes, but in-class verbal participation cannot substitute for blog posts and quizzes.

## In-Class Quizzes

Short in-class quizzes (4-5 questions) will include questions to review the reading and discussion from the previous class. Quizzes will typically feature at least one question on reading due for the current class. The quiz will allow you to demonstrate that you recognize characters, place names, plot events, and brief quotations either current class's or previous class's reading. Concepts from previous class discussion may also appear on quizzes. If you miss a quiz because you are absent or late, you will receive a grade of "0" on the quiz. At end of semester, I will drop the lowest quiz grades from average. Quizzes, which are part of in-class participation, may not be made up if you are absent or late.

## Blog Posts: Mini- and Formal

You will contribute two types of blog posts, mini-blog posts in which you write brief notes or questions (100 words), and formal blog posts, approximately 300 words. A mini-blog post (100 words) is your opportunity to contribute to class discussion in a low-stress environment. If you feel like you missed something or wonder what a passage means, write a mini-blog post to address your concern or question to class in general. Everyone is invited to use comments to answer or expand on your classmate's question. Mini-blog posts will not be reviewed individually, but active contributions will contribute to your participation grade.

A formal blog post (300 words) is your opportunity to build on in-class discussion and to contribute your own observations. A handout will list requirements and suggestions for formal blog posts. Blog posts will be evaluated according for format (assigned length, spelling, punctuation, citation style), for content (clarity with which an idea is expressed and supported by quotation from the text), and ambition (degree to which you bring multiple quotes or outside knowledge and concepts into discussion). A blog post may be submitted anytime before the due date. But the post must be submitted by 8:00 pm on the due date. Blog posts can complement active in-class participation, and ambitious blog posts can compensate entirely for limited in-class participation. Blog assignments are submitted only in electronic format. The quality of blog posts will be reflected in your participation grade. Also see "Final Blog Portfolio."

## Final Blog Portfolio

At semester's end, you will prepare a Final Blog Portfolio. At that time, you will revise and expand your three strongest blog posts to 2 pages each (500 words). You will also be asked to contribute a 200-word narrative about the purpose of your expanded blog posts. A handout will list requirements for Final Blog Portfolio. These revised posts should develop ideas from earlier blog posts into a more ambitious presentation, and the printed results should resemble three short college-level papers. For the final portfolio, I expect the formality of presentation typical of a college writing course: title, name and date, double-spaced lines, one-inch margins, and formal citation style (MLA, Chicago, APA, etc.).

## Exams

Three essay exams count toward 50% of your grade. The exam will consist of essay questions, which will be provided before the exam. You must attend the exam on the assigned date. For an excused absence with formal notification, you may take custom exam with no grade deduction. If you miss an exam date without a formal excuse or fail two exams—grade below C—you will automatically fail the course.

## Late Work

Late work is never appreciated and tolerated only in specific circumstances.

- Quizzes cannot be made up and will not be accepted late.
- Blog posts will receive partial credit (letter grade deduction) up to three days after the due date. After three days, no credit is offered for late blog posts.
- If an exam includes a take-home portion, a computer printed copy—not an email message or a handwritten copy—is due in class. If you do not have the printed copy in class, you can drop printed exam by the envelope on my Satterfield office within an hour after the end of the exam. But you will receive a 20% deduction on that portion of exam. If a handwritten answer is submitted for a take-home, you will receive a 20% deduction on that portion of the exam.
- The Final Blog portfolio will not be accepted late.

**Late Work and Extended Absence:** Two exceptions for late work rules are offered. If you suffer an extended illness or family crisis—you miss more than a week—you may make up one quiz or turn in one blog assignment late without penalty. You will earn full credit for the make-up. A flu-related absence on a major exam date will be treated as an excused absence. The substitute exam may be identical to or different from the in-class exam, at my discretion. An additional extended absence date will be allowed before the penalty for excessive absences is applied.

## Absences and Disruptions

You are permitted to miss the equivalent of up to 2 class sessions on non-exam days with no formal penalty to your participation grade for the absences, though you cannot make up missed quizzes. Additional absences will harm your participation grade, and missed quizzes will cause you to accrue grades of “0.” to participation average. Each unexcused absence beyond the 3rd will harm participation grade, and each set of two additional absences will result in a one-grade reduction in the final average. For 5 absences, subtract one letter grade from final average. For 7 absences, subtract two letter grades from final average.

I will distinguish between excused and unexcused absences. To grant an excused absence, I expect formal notification (email or voice mail message) as soon as practicable. In the case of family matters or serious illness, please send me a brief message as soon as practical. For scheduled university activities, please provide a one-week notice BEFORE the expected absence.

Keep disruptions to a minimum. Before class begins, silence or turn off electronic devices (pager, phone, etc.). Conversations unrelated to class should be held outside of class, and minimize communication (talk, text, or tweet) that distracts you or others from class. If you need to consult with the instructor, brief matters can be discussed immediately after class. For matters demanding more time, send an email, drop by during office hours, or schedule an appointment. Arrive in class on time, and do not leave early. If you arrive more than five minutes late or leave before class is dismissed, expect to be counted absent.

## Maintaining Communication

Regardless of whether absences are excused or unexcused, you are responsible for checking on Blackboard Vista, on class blog, and with classmate to see what you missed. I recommend also that you visit during my office hours or contact me by email. Missing a scheduled office visit on by-appointment days without a 6-hour notification (email preferred) will be counted as an absence.

An extended series of absences without communicating with the professor is a serious disruption, which must be addressed with a formal effort to reinstate yourself in the class. Any of the following three events

demand that you initiate an action to reinstate yourself: missing more than three classes in a row, missing an exam, missing a blog due date and the subsequent class. If you have not formally dropped and wish to continue in the course, you are required to send an email of explanation and schedule an office visit within two days after returning to class.

## Registration Requirement

Please observe the official registration deadline for the course. University policy requires all students to be officially registered in each class that they are attending. Students who are not officially registered for a course by published deadlines should not be attending classes and will not receive credit or a grade for the course. Each student must confirm enrollment by checking his/her class schedule (using Student Tools in FlashFast) prior to the deadline. Registration errors must be corrected prior to the deadline.

## Accommodations for Documented Disability

University Policy 3342-3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, **you must first verify your eligibility for these through Student Accessibility Services** (contact 330-672-3391 or visit [www.kent.edu/sas](http://www.kent.edu/sas) for more information on registration procedures).

## Cheating and Plagiarism

I have posted a Blackboard Vista assignment in which you affirm your familiarity with the university's cheating and plagiarism policy and in which sanctions for cheating and plagiarism are described. You must complete the assignment before you can earn credit for written submissions or quizzes.

For a violation on a minor assignment—if you cheat or plagiarize on a quiz, take-home assignment, or blog assignment—you will receive a zero on the assignment and a one-letter deduction to your final average. For cases of possibly inadvertent misrepresentations (citation omitted, quotation presented as paraphrase), you will be reminded of the importance by a deduction of one letter grade to the assignment. A second violation on a minor assignment will be treated as a major violation.

The following violations are treated as serious violations. If you cheat or plagiarize on an exam or paper (proposal or draft) or if you submit falsified information to avoid penalties for late submission, you will automatically fail the course. For cases of possibly inadvertent misrepresentations (citation page not printed, quotation presented as paraphrase), you earn a permanent deduction of one letter grade for the assignment.

For one serious violation or two minor violations, in addition to assigning a grade of F for the course, I will forward the evidence to the department chair, have the charge added to your record with the college, recommend further judicial sanction, and pursue the case during the appeals process.

## Class Schedule

In response to errors or pedagogical requirements, I may alter or revise the schedule. I will notify you of revisions and publish a revised version on Blackboard. When a reading is indicate for a date, including introductions or Library EReserves, complete the day's reading BEFORE class.

T	1-19	Course Introduction <b>For Tuesday (1-26): “Cheating and Plagiarism” Assignment and “Syllabus Assignment” on Blackboard, and Blogger Sign-up</b>
Th	1-21	Adams, “‘Candide’ and Mademoiselle ‘Cunégonde’: A Note on Their Names” and “Intellectual Backgrounds” <i>Candide</i> , pgs. xi and 79-84 <i>Candide</i> , chaps. 1-3
T	1-26	Gottfried Wilhelm von Leibniz and Alexander Pope: Library EReserves <i>Candide</i> , chaps. 4-9 <b>“Hello World” Mini-Blog Post Due at 8:00 pm</b> , 100 words. Introduce yourself to class.
Th	1-28	<i>Candide</i> , chaps. 10-15
T	2-2	<i>Candide</i> , chaps. 16-24 <b>“I have a question...” Mini-Blog Post Due at 8:00 pm</b> , 100 words. Ask a question.
Th	2-4	<i>Candide</i> , chaps. 25-end <b>Blog Post I Due at 8:00 pm</b> , 300 words. See blog post guidelines handout.
T	2-9	<i>Frankenstein</i> , Shelley’s “Preface” and Walton’s Letters (pgs. 13-31)
Th	2-11	<i>Frankenstein</i> , pgs. 31-56, Editor’s Introduction, v-xiii
T	2-16	<i>Frankenstein</i> , pgs. 57-102 <b>“I have a question...” Mini-Blog Post Due at 8:00 pm</b> , 100 words. Ask a question.
Th	2-18	<i>Frankenstein</i> , pgs. 102-64
T	2-23	<i>Frankenstein</i> , pgs. 165-end
Th	2-25	Interlude: Karloff <i>Frankenstein</i> <b>Blog Post II Due at 8:00 pm</b> , 300 words. See blog post guidelines handout.
T	3-2	<b>Exam I</b>
Th	3-4	Kafka, <i>The Trial</i> “The Arrest” and “A Conversation with Frau Grubach—Then Fräulein Bürstner,” and “The First Hearing,” pgs. 5-39
T	3-9	“In the Empty Conference Hall—The Student—The Offices” and “The Thrasher,” and “His Uncle—Leni,” pgs. 40-79 “Biographical Preface,” and “Introduction,” pgs. vii-xxv
Th	3-11	“The Lawyer—The Factory Owner—The Painter,” and “Block: The Corn Merchant—The Dismissal of the Lawyer,” pgs. 80-141 <b>“I have a question...” Mini-Blog Post Due at 8:00 pm</b> , 100 words. Ask a question.

T	3–16	“In The Cathedral” and “The End,” pgs. 142–66 <b>Blog Post III</b> Due at 8:00 pm, 300 words. See blog post guidelines handout.
Th	3–18	“Fragments,” pgs. 167–86, and “Note on the Text,” pgs. xxvi–xxix
T	3–23	Morrison, <i>Song of Solomon</i> , chaps. 1–2, pgs. 3–55 <b>Per Announcement, Exam II moved</b>
Th	3–25	<i>Song of Solomon</i> , chaps. 3–4, pgs. 56–112
	3–30 & 4–1	Spring Break
T	4–6	<i>Song of Solomon</i> , chaps. 5–10, pgs. 113–258 <b>“I have a question...” Mini-Blog Post</b> Due at 8:00 pm, 100 words. Ask a question.
Th	4–8	<i>Song of Solomon</i> , chaps. 11–10, 259–304 <b>Blog Post IV</b> Due at 8:00 pm, 300 words. See blog post guidelines handout.
T	4–13	<i>Song of Solomon</i> , Part II, pgs. 305–end
Th	4–15	<b>Exam II: <i>Trial</i> and <i>Song of Solomon</i></b> <b>Caution:</b> We’re going to dive into <i>Solitude</i> —in part because of the short time remaining and in part because diving in is the only way to read this book. If possible, read ahead for Tuesday so that Thursday’s assignment not so onerous.
T	4–20	Márquez, <i>One Hundred Years of Solitude</i> , pgs. 19–78 <b>“I have a question...” Mini-Blog Post</b> Due at 8:00 pm, 100 words. Ask a question.
Th	4–22	Márquez, <i>One Hundred Years of Solitude</i> , pgs. 79–160 <b>Blog Post V</b> Due at 8:00 pm, 300 words. See blog post guidelines handout.
T	4–27	Márquez, <i>One Hundred Years of Solitude</i> , pgs. 161–243
Th	4–29	Márquez, <i>One Hundred Years of Solitude</i> , pgs. 245–313 <b>Blog Post VI</b> Due at 8:00 pm, 300 words. See blog post guidelines handout.
T	5–4	<b>May 4th Remembrance</b> <b>“I have a question...” Mini-Blog Post</b> Due at 8:00 pm, 100 words. Ask a question.
Th	5–6	Márquez, <i>One Hundred Years of Solitude</i> , pgs. 315–417
M	5–10	12:45 – 3:00 pm, Final Exam, same location <b>Blog Portfolio Due</b>

### Syllabus Revisions

17 March Revision: Exam II moved from 23 March to 15 April. Reading schedule for *Song of Solomon* and *One Hundred Years of Solitude* revised to accomodate new test date.