

Great Works of Literature Section 01

ENGL 10

Spring 2025 In Person 3 Unit(s) 01/23/2025 to 05/12/2025 Modified 01/28/2025

Course Information

Classic World Masterpieces

This class considers certain famous works of literature that have really made a difference in our human story and history. Over the centuries, all over the world, brilliant pieces of texts have been written and shared that have illuminated and enlightened our knowledge and perspectives on life, love, and, really, what it means to *be*. There are foundational genres of poetry, fiction, and creative non-fiction. Stories in narrative prose, plays, and performance. Most often, the works that inspire us contain both common and mysterious qualities, and we are often left in a sense of wonder. There are tangible qualities we can relate to, such as the images, setting, and various sensory details. There are also many intangible aspects that remain commonly unknown, including questions of psyche and theories of the larger universe. Students will discover what others have sought, and possibly found, in their own explorations through a thorough analysis of a variety of texts. Students will thoughtfully consider facets of these works by questioning their perspectives, whether these ideas have changed them in any way, and why these notions remain at the forefront of our human experiences. Over the course of this class, students will read creative, critical and complex texts from a variety of places all over the globe and in a multitude of voices, and will produce insightful, original and individual work, maturing our understanding of some of the greatest works of literature.

This course will largely focus on readings, discourse, and clear, cohesive writing. We will learn how to encounter and enter these texts, discuss how and why they are written, and write our own personal, intimate, and important papers responding to what we have found to be inspiring. We will discover the fundamentals of the art of storytelling through classic and contemporary world masterpieces throughout it all. Some of these texts are cornerstones of our human history, and we will learn the skills of studying them as we set forth on this magical journey of scholarship ourselves.

At the end of this course, students will have gained a further understanding of world masterpieces, its influences on, and places in English literature, and its role in providing varying perspectives to those who seek larger answers. We will aim to consider these elements as we sharpen our analytical and argumentative skills in our own expedition of becoming well-versed in famous texts.

Course Description and Requisites

Fiction, drama and poetry for non-English majors. Emphasis on critical appreciation of various literary forms.

GE Area(s): C2. Humanities

Notes: No credit in the English major.

Letter Graded

* Classroom Protocols

Attendance

Come to class—you know that. Roll will be taken at the beginning of class, every class. If you arrive after roll has been called, it's your responsibility to notify me. It's a good idea to make friends and exchange contact information with one or more of your classmates to confer about that day's lessons. You should also contact me to review details of the class lecture. University policy F69-24: "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to ensure maximum benefit for all members of the class."

Participation

Participation is key to classroom success. I encourage you to interact, ask questions, provide insightful comments and contribute to the overall classroom discussion. *While attendance is mandatory, just attending doesn't automatically accrue participation points. A participation grade is unique to your attendance record.* Please be courteous and respectful of others while in the classroom and practice proper classroom etiquette and refrain from using mobile devices and laptops during lectures and discussions. You may use these devices for certain in-class activities when appropriate.

Conferences

In lieu of regular class meetings on days when individual conferences are scheduled, we will instead prepare to meet one-on-one to discuss your current performance and grades in private. These meetings serve two primary goals: to critique a paper draft and to evaluate your overall progress as a writer. As with your attendance, these conferences are also mandatory. Please schedule a conference when dates and times are announced in class.

Canvas and Technology

If you have not already done so, please visit SJSU's Canvas software. Here you will be able to find a special site devoted exclusively to our course. On this site, you will find files containing this syllabus and other class handouts as they become available. Additionally, we will regularly use the Discussion Board. You will also be able to communicate with fellow classmates, providing insight, answers or compounding questions when necessary. I will keep track of your participation and may use some of the material, including any linked texts, you and your classmates post as a starting place for in-class discussions.

Late Policy

Assignments are due at the beginning of the class for which they are due. NO LATE PAPERS WILL BE ACCEPTED.

University Policies:

The following link contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, student success resources, etc. <http://www.sjsu.edu/gup/syllabusinfo>.

Program Information

Welcome to this General Education course.

SJSU's General Education Program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem solving.

The General Education Program has three goals:

Goal 1: To develop students' core competencies for academic, personal, creative, and professional pursuits.

Goal 2: To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment.

Goal 3: To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

More information about the General Education Program Learning Outcomes (PLOs) can be found on the [GE website \(https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php\)](https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php).

Course Learning Outcomes (CLOs)

GE Area C2: Humanities

Area C Arts and Humanities courses help students to respond subjectively as well as objectively to aesthetic experiences and to develop an understanding of the integrity of both emotional and intellectual responses. C2 Humanities courses encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic, and cultural importance.

GE Area C2 Learning Outcomes

Upon successful completion of a C2 course, students should be able to:

1. analyze and understand works of philosophical and humanistic importance, including their temporal and cultural dimensions;

2. explore and articulate their own subjective aesthetic and intellectual responses to such texts;
3. analyze and assess ideas of value, meaning, and knowledge, as produced within the humanistic disciplines; and
4. research and write effective analyses of works of the human intellect and imagination

Writing Practice: Students will write a minimum of 1500 words in a language and style appropriate to the discipline.

Course Materials

Required and Recommended Texts and Resources:

1. Levine, Robert S., et al. *The Norton Anthology of American Literature: Shorter Ninth Edition (Volume 1: Beginnings to 1865)*. (ISBN: 978-0393264524).
2. Levine, Robert S., et al. *The Norton Anthology of American Literature: Shorter Ninth Edition (Volume 2: 1865 to the Present)*. (ISBN: 978-0393264517).
3. Puchner, Martin (ed.) et al. *The Norton Anthology of World Literature*. Fourth Edition. (ISBN: 978-0393265903).
4. PDFs and Links (You may print them if your prefer). Printing and viewing resources for course readings, videos, assignments, and other material that are posted on Canvas.
5. Access to the Purdue OWL: <https://owl.english.purdue.edu/owl/>

Course Requirements and Assignments

Writing Assignments:

Each of the three essays will be examples of polished, revised versions that have been peer- and instructor-reviewed. Essays should have a clear and concise thesis, a well-organized paragraph structure, and proper formatting.

1. Personal Narrative Reflection (2-3 pages): Please consider the larger theme of this course. What first comes to mind when you think of some of the greatest works of literature, including classic world masterpieces? How do you find it fits into the historical context of our era? Which authors or texts highlight these notions for you? In which ideas are you most interested?
2. Great Work of Literature Paper & Presentation (Essay #1, 3-4 pages): Please compose a thoughtful paper on a work of literature that you think is relevant to our class theme and topic. You will also have an opportunity to present on this in class.
3. Literature Review Paper (Essay #2, 4-6 pages): Consider a full piece of literature—a book of any genre—and provide a full, thoughtful review detailing how matters are represented, its significance to our discourse, and how it furthers or challenges your formulated notions of our topic.
4. Final Paper (Essay #3, 5-7 pages): For this final assignment, please compose a thoughtful and thoroughly researched essay that details your views and perspectives on a particular notion or idea that has inspired you from any of our course discussions and texts. Have we encountered similar views in our class readings? Have we read texts that challenge these views? Find and discuss these concepts in your essay with supporting evidence from scholarly sources.

5. Reading Response Questions and Discussions.
6. In-class peer-review and critique of essays for revision.
7. In-class activities and writing assignments.

✓ Grading Information

Class Grades:

1. Personal Narrative Reflection (2-3 pages): 10%
2. Great Work of Literature Paper and Presentation (Essay #1, 3-4 pages): 15%
3. Literature Review Paper (Essay #2, 4-6 pages): 25%
4. Final Paper (Essay #3, 5-7 pages): 35%
5. Reading Response Questions and Discussion: 5%
6. In-class peer-review, activities and assignments: 5%
7. Participation: 5%

*This above grade calculation is based on passing attendance. If a student has four or more absences, the given percentages may change. If a student has more than seven absences, the assignments may grade as incomplete. Please see me with any questions regarding attendances.

93-100% = A	73-76 = C
90-92 = A-	70-72 = C-
87-89 = B+	67-69 = D+
83-86 = B	63-66 = D
80-82 = B-	60-62 = D-
77-79 = C+	0-59% = F

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.