
Calumet College



of Saint Joseph

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Calumet College of St. Joseph is a Catholic institution of higher learning dedicated to the academic, spiritual and ethical development of undergraduate and graduate students. Informed by the values of its founding religious community, the Missionaries of the Precious Blood (C.P.P.S.), the College promotes the inherent dignity of all people, social justice, an ethic of service, student empowerment, opportunity, and lifelong learning.

We are committed to the Five Pillars of a CCSJ Education: The CCSJ graduate will be Open to Growth, Intellectually Competent, Religious, Loving, and Committed to Doing Justice. This class, as outlined below, will help you to achieve those goals.

COURSE SYLLABUS, Fall 2019

EWPC 255A Foundations of Western Literature

Instructor Information

Instructor Name	Chris Buczinsky, Ph.D.
Office Number:	Room 177
Phone Number:	(219) 473-4250
Email:	cbuczinsky@ccsj.edu
Office Hours:	Mondays 7:30-8:30 a.m. Tuesdays or Thursdays 11:00-4:00 p.m. Wednesdays 7:30-8:30 a.m.
Instructor Background:	I first attended Northwest Nazarene College in Nampa, Idaho, where I studied Biblical Literature and Philosophy. I earned my B.A. in English Education from Northern Arizona University in Flagstaff Arizona, where I taught high school for two years before going to graduate school at Northwestern. In 1994 I earned my Ph.D. in English from NU, and afterwards I opened a children's performance company where I was a writer, illustrator, and performer of children's poetry. After a brief stint as an associate editor of a trade magazine, I began teaching at CCSJ, where I am now in my 17th year.

Course Information

Course Time:	Mondays and Wednesdays 12:00 p.m. – 1:30 p.m.
Classroom:	Room 268
Prerequisites:	None
Required Books and Materials:	<i>The King James Bible</i> by W.H. Stevenson <i>The Odyssey</i> by Homer <i>Metamorphoses</i> by Ovid Selected short stories, poems, and essays

Learning Outcomes / Competencies:

This course meets the following objectives:

Students in this course will...

- know and understand some of the major characters and stories in the Hebrew Scriptures and the Christian New Testament.
- know and understand the plot, characters, and themes of Homer's *The Odyssey*.
- know and understand the key characters, stories, and themes of the Greco-Roman myths collected in Ovid's *Metamorphoses*.
- apply a knowledge of these foundational texts to the interpretation other texts in the Western literary tradition.
- students will apply the insights of great literature to their personal and social lives.

This course reinforces the following English Program objectives:

Students in this course will...

- know the principal authors, works, genres, periods, movements, and terms in the Western literary and professional communication traditions.
- apply knowledge of rhetoric and grammar to creating and editing a variety of literary, journalistic, and business texts.
- analyze a variety of complex nonfiction, literary and professional communications on both global, structural and local sentence levels.
- synthesize knowledge of the English language and its literary and professional forms in clear, well-organized, rhetorically-effective English prose, including nonfiction essays, literary texts, and professional communications.

Course Description:

This course introduces students to key narratives in the Western literary tradition, providing them with the background knowledge needed to understand and appreciate American, English, and European literature. Students read a selection of Greek and Roman epic and myth, Biblical and religious stories central to the Judeo-Christian tradition, medieval romance and satire, Shakespearean drama, and modern myths from Faust to Frankenstein.

Teaching Methods/Learning Strategies:

1. **Chalk Talk.** Chalk talks are **mini-lectures** using the chalkboard. In chalk talks I introduce the texts, explain relevant literary concepts, describe genres and their conventions, analyze main characters, summarize plots, etc. Chalk Talks are mostly informational. I'll try to be clear and engaging; you engage and take good notes.

2. **Seminar-Style Class Discussion.** In seminar-style class discussion we circle up the desks to **analyze and discuss the texts in a group**—the literal meaning of the text, our individual interpretation of the text, and any philosophical, social, and political issues that the texts raise. Interesting discussion depends on your preparation and engagement.

3. **Close Readings.** I use the Smart Board or the chalkboard to **explicate a text in detail**, modeling for you the kind of close analysis of a particular work I expect to see in your essays. We will go slowly, we will proceed carefully, and we will work through the text thoroughly—until we get to the bottom of it!

4. **One-on-One Coaching.** As you write your essays and prepare your creative project, I'll play coach, and you'll play player. My job is to help you become a better (i.e. more intelligent, sophisticated, and imaginative) reader and writer. I'll play midwife, helping you bring forth interesting and successful work of your own.

Assessments

Your final grade in this class will be assigned based on your performance in **three areas**:

1. The Two-Pagers	100 pts.
2. The Unit Exams	300 pts.
<u>3. The Dead Greek Project</u>	<u>100 pts.</u>
Total Points	500 pts.

1. The Intertextual Two-Pagers (Three @ 33.3 pts. each; 100 pts. total.)

The **three** (3) intertextual two-pagers are **short (1-2 page) interpretive essays** analyzing the significance of the way one text has transformed, revised, or rewritten a foundational text we are studying. Each unit will provide you with multiple examples from which you must choose. In almost every class, I will be modeling the interpretive process and helping you practice it as well. The papers are graded on the depth of your insight and clarity of your writing.

2. The Three Unit Exams (100 pts. each; 300 pts. total)

We will have **three unit exams**, one for each of the three foundational texts. (See Course Calendar). The unit exams can include multiple-choice, matching, short-answer, and essay questions, so keep a good, accurate, thorough notebook during the semester. The exams will cover

- **The Unit Readings** (see **Course Calendar**)
- **Lectures and class discussion**, which we discuss in class.
- **Supplemental required reading** we *do not* discuss in class. (See **Supplemental Reading List**)

3. The Dead Greek Project: The Ghosts of *The Odyssey* (100 pts. total)

The Dead Greek Project is a literary research, creative writing, and visual art project. Using an **original piece of writing** (either a **poem** or a **“flash fiction”**—a very short story) and an **original image** (e.g. a drawing, a painting, a photograph, or a collage) you will create a portrait of a literary/mythological character. Before creating your image and writing your piece, you will create a **research dossier** on your character—including name, looks, family history, personality, important themes of his or her life, a list of major stories and poems in which he or she appears, etc.

The subject of your portrait will be a **ghost**—one of the dead Greeks in Homer’s *The Odyssey* who appears to Odysseus in Hades. The goal of the project will be to grasp and communicate something essential about the character—the spirit of the character, if you will—that brings him or her back to life for a contemporary reader. The task demands **extensive knowledge** of the character as he or she appears in the literary tradition and **creative intuition**, insight into the character’s relevance to us today.

To receive any credit for the project, the portraits and poems/stories must be hung in the **Humanities Festival Student Art Show**. The theme of this year’s festival is **The Ghost**. It will take place in the **last week of October**. Attendance at the show opening is required.

Grading Scale:

100% – 92%: A	91% – 90%: A-		
89% – 88%: B+	87% – 82%: B	81% – 80%: B-	
79% – 78%: C+	77% – 72%: C	71% – 70%: C-	
69% – 68%: D+	67% – 62%: D	61% – 60%: D-	59% and below: F

Course Schedule

Unit I: Homer's *The Odyssey*

Aug 26	Introductions. Syllabi.	Aug 28	Intertextuality: The Frog Prince in a Toilet The Bros. Grimm's "The Frog Prince" and "Hazel Tells Laverne" by Katharyn Machan
Sept 2	Labor Day—No Class	Sept 4	Introduction to Homer's <i>The Odyssey</i>
Sept 9	The One-Eyed Giant <i>The Odyssey</i> Book 9	Sept 11	Circe: Bewitching Queen of Aeaea <i>The Odyssey</i> Book 10
Sept 16	A Trip to the Underworld <i>The Odyssey</i> Book 11	Sept 18	Of Sirens, Scylla, and Charybdis <i>The Odyssey</i> Book 12
Sept 23	Film Viewing <i>O Brother, Where Art Thou</i> by Coens	Sept 25	Film Discussion <i>O Brother, Where Art Thou</i> by Coen Bros.
Sept 30	Unit I Test Two Pager #1 Due	Oct 2	Dead Greek Workshop

Unit II: Biblical Literature

Oct 7	Introduction to <i>The Bible</i>	Oct 9	The Garden of Eden I Genesis 1-3 <i>Songs of Innocence</i> by William Blake
Oct 14	The Garden of Eden II D. H. Lawrence's "Snake"	Oct 16	Jonah's Landlady: <i>Jonah</i> and "Jonah's Flight To Tarshish" by Stephen Dobyns
Oct 21	Good Samaritan in Outer Space Jesus's Parable and Cummings Rewrite	Oct 23	Unit II Test Two Pager #2 Due

CCSJ's Humanities Festival 2019: The Ghost October 28-November 1

Unit III: Ovid's *Metamorphosis*

Nov 4	Introduction to Ovid's <i>Metamorphosis</i>	Nov 6	Daedalus and Icarus "Musee des Beaux Arts" by W. H. Auden
Nov 11	Apollo and Daphne "The Bad Graft" by Karen Russell	Nov 13	Persephone "Two Sisters of Persephone" by Sylvia Plath
Nov 18	Narcissus "The Fall of the House of Usher" Poe	Nov 20	Arachne "Arachne" by John Hollander
November 25 and 29: Fall Break--No Class			
Dec 2	The Ugly Boy Without a Girlfriend: "Rumpelstiltskin" by Bros. Grimm "Little Man" by Michael Cunningham	Dec 4	Sexist Cinderella by Sexton: "Cinderella" by Charles Perrault and Anne Sexton
Dec 9	Final Exam Review	Dec 11	Final Unit Exam Two Pager #3 Due

I reserve the right to change this schedule to meet the needs of the class. Always check our class Blackboard site for daily assignment updates.

Responsibilities

Attending Class	You cannot succeed in this class if you do not attend. We believe that intellectual growth and success in higher education occur through interaction in the classroom and laboratories. Being absent doesn't excuse you from
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	<p>doing class work; you have more responsibilities to keep up and meet the objectives of this course.</p> <p>Any student missing more than NINE (9) hours of class will receive an F. These nine hours include both excused and unexcused absences; it also includes all tardies of more than 15 minutes. Please be aware these hours include birthdays, sport events, illness, work, etc. If a problem arises with your absences, please come and talk to me immediately.</p>
Turning In Your Work	You cannot succeed in this class if you do not turn in all your work when due. Work will be docked one letter grade for every week it is late unless some mutually agreeable arrangement has been made with the professor beforehand. Late work is not accepted beyond a week later than the due date.
Meeting Standards for Classroom Behavior	<ul style="list-style-type: none"> • Use all the class time. Come to class on time and stay until it ends. Coming late or leaving early disrupts class. Use the restroom <i>before</i> class begins. • Come prepared. Bring your texts. Come with pencil and pen, prepared to take notes. Demonstrate that you have completed the assignments for the day through your class participation. • Respect others. Listen when your classmates and the instructor are speaking. Think about their contributions. Respond appropriately. • Eat modestly. You may snack discretely on low-mess items like a mini muffin and coffee, but no hot, sloppy, and fragrant pizza, McDonald's egg sandwiches, and the like. This is not a cafeteria.
Using Electronic Devices	Electronic devices are strictly prohibited. Research has shown that the use of cell phones and even laptops in class distracts students from learning. They must be placed in the storage slot at the start of each class. If you fail to do so and use your phone or access the Internet for any purpose (unless directed by the professor) you may be asked to leave, in which case you will be marked absent. If a home emergency demands you have your phone for the class period, you must clear it with the professor.
CCSJ Student Honor Code	<p>This course asks students to reaffirm the CCSJ Student Honor Code: I, as a student member of the Calumet College academic community, in accordance with the college's mission and in a spirit of mutual respect, pledge to:</p> <ul style="list-style-type: none"> • Continuously embrace honesty and curiosity in the pursuit of my educational goals; • Avoid all behaviors that could impede or distract from the academic progress of myself or other members of my community; • Do my own work with integrity at all times, in accordance with syllabi, and without giving or receiving inappropriate aid; • Do my utmost to act with commitment, inside and outside of class, to the goals and mission of Calumet College of St. Joseph.
Doing Your Own Work	<p>If you turn in work that is not your own, you will be subject to judicial review by the Faculty-Student Grievance Committee. These procedures can be found in the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College.</p> <p>Using standard citation guidelines to document sources avoids plagiarism. You'll find guides to the major citation methods at the CCSJ Specker Library Web page at http://www.ccsj.edu/library/subjectsplus/subjects/guide.php?subject=cite</p> <p>PLEASE NOTE: All papers may be electronically checked for plagiarism.</p>

Sharing Your Class Experience	Your voice matters! At the end of the term, you will have the opportunity to evaluate your classroom experience. These confidential surveys are essential to our ongoing efforts to ensure that you have a great experience that leaves you well prepared for your future. Take the time to complete your course evaluations – we value your feedback!
Withdrawing from Class	After the last day established for class changes has passed (see the College calendar in the CCSJ Course Catalog), you may withdraw from a course by following the policy outlined in the Course Catalog.

Resources	
CCSJ Book Rental Program	The CCSJ Book Program ensures that everyone has the right course materials on the first day of class to be successful. You pay a book rental fee each semester, and in return, receive all the materials for all your classes prior to the beginning of classes. At the end of the semester, simply return the books. For traditional students, the Book Rental Program is conveniently located in the library, where students can pick up and return their books. For students in accelerated programs and graduate programs, books will be delivered to their homes and they can return them by mail. For more information, see http://www.ccsj.edu/bookstore . All books must be returned at the end of the semester or you will incur additional fees, which will be charged to your student account.
Student Success Center	The Student Success Center provides faculty tutors at all levels to help you master specific subjects and develop effective learning skills. It is open to all students at no charge. You can contact the Student Success Center at 219 473-4287 or stop by the Library.
Disability Services	Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans with Disabilities Act (ADA) guidelines. If you believe that you need a “reasonable accommodation” because of a disability, contact the Disability Services Coordinator at 219-473-4349.
Student Assistance Program	Through a partnership with Crown Counseling , Calumet College of St. Joseph provides a free Student Assistance Program (SAP) to current students. The SAP is a confidential counseling service provided to students for personal and school concerns which may be interfering with academic performance and/or quality of life. The SAP counselor is available on campus once a week and off-site at the Crown Counseling offices in Crown Point or Hammond. For more information, contact Kerry Knowles SAP Counselor , at 219-663-6353 (office), 219-413-3702 (cell), or kerryk@crowncounseling.org .
CCSJ Alerts	Calumet College of St. Joseph’s emergency communications system will tell you about emergencies, weather-related closings, or other incidents via text, email, or voice messages. Please sign up for this important service annually on the College’s website at: http://www.ccsj.edu/alerts/index.html .