



COURSE SYLLABUS

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SECTION 1: COURSE INFORMATION

Format: 16 weeks

Course ID: ENGL 1233

Course Title: English Composition II

College: College of Social Science and Humanities

Prerequisites: NA

Credit Hours: 3

Instructor: See the online course in MyFIRE for instructor contact information and availability.

Course Description

This course introduces an in-depth study of the poetry, fiction, nonfiction, and drama of world literature, from the Late Middle Ages to Modernity.

Course Overview

The Humane Letters course, as the name suggests, aims to cultivate the minds and hearts of students into more humane individuals; that is, more intellectually, morally, and aesthetically alive humans by directing them in the pursuit of Truth, Goodness, and Beauty through Socratic investigation of the great works of Western literature, history, and philosophy.

Literature invites students to reflect upon the human heart through the experiences of characters, and furnishes the imagination with words, phrases, stories, images, and paradigms to express truth more fully. Similarly, history provides an opportunity to contemplate the nature of human choices and consequences as well as admire and assess the rhetorical skill employed by the great leaders of the past. Philosophy, on the other hand, directly examines reality by probing into the nature of things (speculative philosophy) or inquiring into the good and happy life (practical philosophy). Literature,

history, and philosophy, however, are each essential to the liberal arts education.

While tenth grade Humane Letters continues to train students in the art of reading, listening, speaking, and writing, this course differs from ninth grade Humane Letters in requiring students to make a movement backwards in time and in the dialectical development of political thought. This first return to the unfamiliar sources of the so-called New World will allow them to engage in a deeper reflection on the works of literature, philosophy, and politics that belong to the so-called American experiment. While the course continues to be as focused on the history lecture as it is on the seminar, students are expected to make a marked advance in developing the proper habits of seminar discussion.

Course Workload

Time spent on course assignments will vary by student depending on familiarity with course content, reading rate of speed, writing rate of speed, and other individual factors. Based on averages for most students, it is estimated that the course workload estimate for this course is x hours per week.

Course Materials

Required and optional textbooks for this course are as follows:

Western Heritage by Kagan, et al. (ISBN: 978-0205423866)

Henry V by Shakespeare (ISBN: 978-1982109417)

Utopia by Thomas More, trans. Robinson, in *Three Early Modern Utopias* (ISBN: 978-0199537990)

Second Treatise on Government, by John Locke (ISBN: 978-0915144860)

Discourse on the Origin of Inequality by Jean-Jacques Rousseau, trans. Cress (ISBN: 978-0872201507)

A Tale of Two Cities by Charles Dickens (ISBN: 978-0451530578)

Disclaimer: The resources utilized in this course provide information, thoughts and insights that should encourage critical thinking on the part of the student. Please note as well that as an Assembly of God institution, Southeastern University does not necessarily endorse specific personal, religious, philosophical, or political positions found in these resources.

Intended Learning Outcomes

As a result of reading, study, and assessments in this course, the student should be able to:

1. Describe major themes in classical texts from the Late Middle Ages to Modernity.
2. Evaluate competing interpretations of classical texts from the Late Middle Ages to Modernity to determine which interpretations are better aligned to the meaning of the text.
3. Evaluate claims made between texts on the nature of truth and the human good, to determine the relative merits of the competing claims.
4. Synthesize textual interpretation into coherent essays defending a particular interpretation of the text.

Late Work

- None accepted.

Extra Credit

- None accepted.

SECTION 2: SOUTHEASTERN POLICIES

Academic Policies

View this link to see Southeastern's Policies regarding SEU's Mission and Vision Statements, Title IX Statement, Student Services, Class Participation, Official Email, MyFIRE Use, Technical Difficulties, Technical Support, Disability Statement, Academic Honesty, Course Evaluation, Official Withdrawal, Grading Scale, and Netiquette.

SECTION 3: COURSE SCHEDULE

The **Course Schedule** provides a listing of your work in this course. The assessments are listed by Module and include the due dates and point values.

Note: Assignments are due by 11:59 p.m. MST on the due date, unless otherwise noted.

AIM, LEARN, AND APPLY DESCRIPTIONS

Aim

 When you see the Aim icon, you will be introduced to topics and ideas that will be covered throughout this module. The AIM will also provide you with a glimpse into your learning objectives and an introduction to this module.

Learn

 When you see the Learn icon, all of your reading assignments will be listed and may include additional resources that your instructor is providing to help you complete the activities and assessments for the module.

Apply

 When you see the Apply Icon, it will be time to demonstrate your learning for the module. The items here are those in which you'll be graded and may include discussions, activities, assignments, quizzes, exams, and projects.

MODULE 1



Aim

- **Shakespeare's *Henry V*:** Shakespeare's play takes place during the Late Middle Ages, acting as a starting point for the course in establishing distinctly Early Modern political and moral ideals.



Learn

- **Read** Shakespeare's *Henry V*

MODULE 2:

Aim

- **Introduction to Modern European History:** Students will be presented with an overview of the Late Medieval Ages, including a review of fourteenth and fifteenth century Europe, Venice and the Ottoman Empire, and ending with the Age of Discovery.

Learn

- **Read** *Western Heritage*, pp. ****

MODULE 3:

Aim

- **Renaissance, Reformation, and Religious Wars:** The historical content continues into the Renaissance, expounding upon its art, architecture, politics, and economics, and discussing the religious reformations of Europe.

Learn

- **Read** *Western Heritage*, pp. ****

Apply

- Exam, Project, or equivalent for Module 1
 - Points: 100

MODULE 4:



Aim

- **Thomas More's *Utopia*:** Utopia provides an example of Renaissance thought and philosophy by describing More's idea of a perfect society.



Learn

- **Read** Thomas More's *Utopia*



Apply

MODULE 5:



Aim

- **The Constitutional State and Three Revolutions:** Students will learn about modern European history during the seventeenth and eighteenth centuries with particular focus on the constitutional state as well as three modern revolutions: the Glorious Revolution, the Scientific Revolution, and the Industrial Revolution in its first phase.



Learn

- **Read** *Western Heritage*, pp. ****

MODULE 6:



Aim

- **Locke's *Second Treatise on Government*:** Locke provides the foundations of Democracy and the ideas that will someday found America in his *Second Treatise on Government* where he argues that individuals have the inherent rights to life, liberty, and property, and how it is the government's duty to protect those rights.



Learn

- **Read** Locke's *Second Treatise on Government*



Apply

- Essay, Project, or equivalent for Module 6.
- Points: 100

MODULE 7:



Aim

- **Rousseau's *Discourse on the Origin of Inequality*:** With Rousseau, students continue the discussion of natural rights and the development of societies.



Learn

- **Read** Rousseau's *Discourse on the Origin of Inequality*

MODULE 8:



Aim

- **Transatlantic Economy and the Enlightenment:** Students will continue a discussion of modern European history during the seventeenth and eighteenth centuries in terms of the rise of overseas mercantile empires, the transatlantic economy, and the Enlightenment.



Learn

- **Read** *Western Heritage*, pp. ****

MODULE 9:



Aim

- **Charles Dickens' *A Tale of Two Cities*:** *A Tale of Two Cities* provides a vivid picture of the political changes overcoming Europe during the 18th century, most notable of which being the French Revolution, and ties together the historical discussions students have had thus far with a piece of great literature.



Learn

- **Read** Charles Dickens' *A Tale of Two Cities*

SECTION 4: ASSESSMENTS

Module 3: Exam

Description

[]. Exam, project, or equivalent on the Reformation or Renaissance.

Format:

- Use MLA (Modern Language Association) format as appropriate
- Ensure proper formatting for the title page, headers, margins, font size, and citations according to the chosen style.

Word Limit:

- The paper should be at minimum 750 words in length, excluding the title page and bibliography.

Citations:

- Provide in-text citations whenever you use information or ideas from external sources.
- Follow the citation style (MLA) consistently throughout the paper.

**Remember to consult the specific requirements outlined by your instructor and adhere to the chosen citation style diligently throughout the paper.*

Total Possible Points

[]. 100

Grade Weight

[]. 1

Module 6: Essay or Project

Description

[]. Essay on the individual's relationship to society.

Format:

- Use MLA (Modern Language Association) format for your paper.
- Ensure proper formatting for the title page, headers, margins, font size, and citations according to the chosen style.

Word Limit:

- The paper should be at minimum 750 words in length, excluding the title page and bibliography.

Citations:

- Provide in-text citations whenever you use information or ideas from external sources.
- Follow the citation style (MLA) consistently throughout the paper.

**Remember to consult the specific requirements outlined by your instructor and adhere to the chosen citation style diligently throughout the paper.*

Total Possible Points

[]. 100

Grade Weight

[]. 1

Midterm: Seminar Evaluation

Description

[]. Seminar on the major questions and themes from the first four modules.

Students will be evaluated according to the GH Seminar Rubric.

Total Possible Points

[]. 100

Grade Weight

[]. 1

Final: Seminar Evaluation

Description

[]. Seminar on the major themes and questions from the texts read throughout the semester.

Total Possible Points

[]. 100

Grade Weight

[]. 1

Appendix A

[Insert appendix as needed.]