ENGL1101 - Classics of World Literature
Course Outline

Semester 1 - 2009
Unit Weighting 10
Teaching Methods Seminar

Brief Course Description
The course introduces students to a number of classic texts of international significance, thus familiarising them with major aspects of world literature. Texts written by foreign-language authors are examined in English translation. Internal mode of delivery.

Contact Hours
Seminar for 2 Hours per Week for the Full Term
Seminar combines lecture material and group discussion.

Learning Materials/Texts
Basho, Narrow Road to the Deep North (in course reader)
Petrarch, poems from the Rime Sparse, also known as the Canzoniere (in course reader)
Poems from The Book of Songs and New Songs from a Jade Terrace (in course reader)

Course Objectives
1. Comprehension of texts in English and in English translation.
2. Critical analysis of texts.
3. Understanding of literary, historical, social and cultural movements associated with these texts.
4. Language development through discussion and writing about texts and theories related to them.
5. Independent research using secondary literature related to the prescribed texts.

Course Outline Issued and Correct as at: Week 1, Semester 1 - 2009
CTS Download Date: 22 February 2009
Course Content
The course aims to provide an insight into major writers from early times to the beginnings of modernity. Students will
* Engage in close reading of prose, verse and dramatic texts.
* Use literary terminology relevant to the texts
* Engage in practical criticism of literary technique
* Express opinions about and give personal responses to texts
* Refer to secondary literature
* Discuss textual interpretations
* Document textual interpretations

Assessment Items
<table>
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<tr>
<th>Essays / Written Assignments</th>
<th>3 x 1500-word Essays x 33% each = 100%</th>
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<tbody>
<tr>
<td>Group/tutorial participation and contribution</td>
<td>Attendance at seminars is compulsory. Two absences are allowable in the case of illness or other emergencies, and two more absences may be recovered by completing extra work on each of the seminars missed, but further absences will be regarded as failure to complete the course.</td>
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<tr>
<td>Other: (please specify)</td>
<td>Students must submit all assessment items in order to complete the course.</td>
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Assumed Knowledge
None

Callaghan Campus Timetable
ENGL1101
CLASSICS OF WORLD LITERATURE
Enquiries: School of Humanities and Social Science
Semester 1 - 2009
Seminar Tuesday 17:00 - 19:00 [MC132]
or Wednesday 15:00 - 17:00 [V02]
or Wednesday 11:00 - 13:00 [ES206]

IMPORTANT UNIVERSITY INFORMATION

ACADEMIC INTEGRITY

Academic integrity, honesty, and a respect for knowledge, truth and ethical practices are fundamental to the business of the University. These principles are at the core of all academic endeavour in teaching, learning and research. Dishonest practices contravene academic values, compromise the integrity of research and devalue the quality of learning. To preserve the quality of learning for the individual and others, the University may impose severe sanctions on activities that undermine academic integrity. There are two major categories of academic dishonesty:

Academic fraud is a form of academic dishonesty that involves making a false representation to gain an unjust advantage. Without limiting the generality of this definition, it can include:

a) falsification of data;

b) using a substitute person to undertake, in full or part, an examination or other assessment item;

c) reusing one's own work, or part thereof, that has been submitted previously and counted towards another course (without permission);

d) making contact or colluding with another person, contrary to instructions, during an examination or other assessment item;

e) bringing material or device(s) into an examination or other assessment item other than such as may be specified for that assessment item; and

f) making use of computer software or other material and device(s) during an examination or other assessment item other than such as may be specified for that assessment item.

g) contract cheating or having another writer compete for tender to produce an essay or assignment

School of Humanities and Social Science
and then submitting the work as one's own.

**Plagiarism** is the presentation of the thoughts or works of another as one's own. University policy prohibits students plagiarising any material under any circumstances. Without limiting the generality of this definition, it may include:

a) copying or paraphrasing material from any source without due acknowledgment;

b) using another person's ideas without due acknowledgment;

c) collusion or working with others without permission, and presenting the resulting work as though it were completed independently.

**Turnitin** is an electronic text matching system. During assessing any assessment item the University may -

- Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a text matching service (which may then retain a copy of the item on its database for the purpose of future checking).
- Submit the assessment item to other forms of plagiarism checking

**RE-MARKS AND MODERATIONS**

Students can access the University's policy at: [http://www.newcastle.edu.au/policylibrary/000769.html](http://www.newcastle.edu.au/policylibrary/000769.html)

**MARKS AND GRADES RELEASED DURING TERM**

All marks and grades released during term are indicative only until formally approved by the Head of School.

**SPECIAL CIRCUMSTANCES AFFECTING ASSESSMENT ITEMS**

*Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations* items must be submitted by the due date in the Course Outline unless the Course Coordinator approves an extension. Unapproved late submissions will be penalised in line with the University policy specified in **Late Penalty** above.

**Requests for Extensions of Time** must be lodged no later than the due date of the item. This applies to students:

- applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or
- whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment.

Students must report the circumstances, with supporting documentation, as outlined in the Special Circumstances Affecting Assessment Items Procedure at: [http://www.newcastle.edu.au/policylibrary/000641.html](http://www.newcastle.edu.au/policylibrary/000641.html)

**Note:** different procedures apply for minor and major assessment tasks.

**Students should be aware of the following important deadlines:**

- Special Consideration Requests must be lodged no later than 3 working days after the due date of submission or examination.
- Rescheduling Exam requests must be received no later than 10 working days prior the first date of the examination period.

*Late applications may not be accepted.* Students who cannot meet the above deadlines due to extenuating circumstances should speak firstly to their Program Officer or their Program Executive if studying in Singapore.

**STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS**
University is committed to providing a range of support services for students with a disability or chronic illness. If you have a disability or chronic illness which you feel may impact on your studies please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register contact the Disability Liaison Officer on 02 4921 5766, email at: student-disability@newcastle.edu.au. As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester. For more information on confidentiality and documentation visit the Student Support Service (Disability) website: www.newcastle.edu.au/services/disability.

CHANGING YOUR ENROLMENT

Students enrolled after the census dates listed in the link below are liable for the full cost of their student contribution or fees for that term.

http://www.newcastle.edu.au/study/fees/censusdates.html

Students may withdraw from a course without academic penalty on or before the last day of term. Any withdrawal from a course after the last day of term will result in a fail grade.

Students cannot enrol in a new course after the second week of term, except under exceptional circumstances. Any application to add a course after the second week of term must be on the appropriate form, and should be discussed with staff in the Student Hubs or with your Program Executive at PSB if you are a Singapore student.

To check or change your enrolment online go to myHub: https://myhub.newcastle.edu.au

STUDENT INFORMATION & CONTACTS

Various services are offered by the Student Support Unit:
www.newcastle.edu.au/service/studentsupport/

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students studying in Australia. Student Hubs are located at:

<table>
<thead>
<tr>
<th>Callaghan Campus</th>
<th>City Precinct</th>
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<tbody>
<tr>
<td>Shortland Hub: Level 3, Shortland Building</td>
<td>City Hub &amp; Information Common, University House</td>
</tr>
<tr>
<td>Hunter Hub: Level 2, Student Services Centre</td>
<td>Central Coast Campus (Ourimbah)</td>
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<tr>
<td></td>
<td>Student Hub: Opposite the Main Cafeteria</td>
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</table>

The course outline will not be altered after the second week of the term except under extenuating circumstances with Head of School approval. Students will be notified in advance of the change.
Essential Criteria in Assessment

This course contains compulsory components or assessment items that must be satisfactorily completed in order for a student to receive a pass mark or better for the course. These essential elements are described in the CTS. Refer - http://www.newcastle.edu.au/policylibrary/000648.html

1. Attendance

Attendance at seminars is compulsory. Two absences are allowable in the case of illness or other emergencies, and two more absences may be recovered by completing extra work on each of the seminars missed, but further absences will be regarded as failure to complete the course.

Participation in discussion in the seminars is an important part of students’ learning in the course. Students need to understand the full range of views of the texts and topics discussed and to see the relationships between the texts and topics. A roll will be taken at each class. Students can check their attendance record with the lecturer at any time.

2. Assignments

Students must submit all assessment items in order to complete the course.

The assessments are designed to give exposure to a variety of texts and practice in a variety of approaches. Feedback on each will assist in the development of students’ analysis and writing skills. Students can check with the lecturer at any time if they are unsure of how many essays they have submitted.

Online Tutorial Registration:

Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system. Refer - http://studinfo1.newcastle.edu.au/rego/stud_choose_login.cfm

NB: Registrations close at the end of week 2 of semester.

Studentmail and Blackboard: Refer - www.blackboard.newcastle.edu.au/

This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

Important Additional Information

Details about the following topics are available on your course Blackboard site (where relevant). Refer - www.blackboard.newcastle.edu.au/

- Written Assignment Presentation and Submission Details
- Online copy submission to Turnitin
- Penalties for Late Assignments
- Special Circumstances
- No Assignment Re-submission
- Re-marks & Moderations
- Return of Assignments
- Preferred Referencing Style
- Student Representatives
- Student Communication
- Essential Online Information for Students
ENGL1101 Classics of World Literature
Semester 1, 2009

Essay Questions

Essays should be submitted as an electronic copy to Turnitin, and as a hard copy to a Hub.

First Essay (1500 words, due 5pm, April 9)

**Choose one topic**

(a) Discuss the contrasts and similarities in the presentation of Laura in five or more Petrarch poems.

(b) Discuss the temporal perspective in five or more Petrarch poems. What kind of past, and what kind of immediate present, are evoked in the poems, and how?

(c) Beowulf fights three monsters in the course of the poem. What do they represent?

(d) To what extent is Beowulf ruled by fate (wyrd)? Do you agree that 'fate is entirely fixed' or can the hero alter his destiny?

Second Essay (1500 words, due May 21)

**Choose one topic**

(a) Discuss the artistry of Apuleius in capturing the emotional and mental states of the hero Lucius as he slips further and further into a world beyond his control.

(b) Discuss Apuleius’ additional opportunities for a satirical exposure of the seedy side of human life that are gained by having Lucius traveling the world in asinine form. Is his special viewpoint the source of Lucius’ ultimate conversion to religion?

(c) Discuss the extensive use of nature imagery in the artistic exploration of aspects of love in the Book of Songs poems in the course reader.

(d) How true or relevant is the claim that poetry, like music, is able to transcend the boundaries of time, space and culture in the representation of universal experiences such as love? Illustrate your answer with examples from the Book of Songs poems in the course reader.

(e) Medieval Chinese Love Poetry reveals considerable insight into the true nature of love. True or false?

(f) Identify some of the striking emotional crises associated with love and their poetic realisation in Medieval Chinese Love Poetry (as reflected in translation).

(f) What does Medieval Chinese Love Poetry tell us about the social role of women and their intellectual and spiritual disposition in coping with emotional problems?
(g) Select several poems (at least two) which personally impressed you from the Medieval Chinese Love Poetry collection in the course reader, and discuss in detail the reasons for their impact on you.

(h) How is the concept of "crossing cultural frontiers" useful in understanding *The Narrow Road to the Far North*?

(i) Explore Basho's use of the "journey" as a literary device in *The Narrow Road to the Far North*.

**Third Essay (1500 words, due June 18)**

NB Groups of texts: (i) Petrarch, poems; (ii) *Beowulf*; (iii) Apuleius, *The Golden Ass*; (iv) Chinese poems; and (v) Basho, *The Narrow Road to the Far North*

Drawing on two of the text groups you have not covered in a previous essay, and providing detailed commentary in relation to each, answer one of the following questions:

(a) How are supernatural elements presented in your chosen groups of texts, and how are they related to aspects from the human and natural world?

(b) How can readers like ourselves minimise misinterpretation arising from our distance in history and in culture from the societies which gave rise to your chosen groups of texts? What particular points in these texts seem remote in time or culture, and which points seem close? Why?

(c) Where does your chosen groups of texts seem to rely most on what readers might expect and already know, and where do they seem to break most obviously with tradition? Where does the balance lie between tradition and innovation in the texts?

(d) Outline the conventions and typical subject-matter of the genres or modes of your chosen groups of texts. How does the use of these genres or modes help the writers communicate with their readers?
## Seminar Schedule

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<th>Teaching week</th>
<th>Week begins</th>
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<th>Lecturer</th>
<th>Topic</th>
<th>Essays</th>
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<td>March 2</td>
<td></td>
<td>Prof Craig</td>
<td>Introduction</td>
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<td>2</td>
<td>March 9</td>
<td></td>
<td>Prof Craig</td>
<td>Petrarch</td>
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<td>3</td>
<td>March 16</td>
<td></td>
<td>Prof Craig</td>
<td>Petrarch</td>
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<td>4</td>
<td>March 23</td>
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<td>Prof Carey</td>
<td>Beowulf</td>
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<td>5</td>
<td>March 30</td>
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<td>Prof Craig</td>
<td>Beowulf</td>
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<td>6</td>
<td>April 6</td>
<td>Good Friday on 10th</td>
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<td>First Essay due April 9</td>
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<td>April 13</td>
<td>Easter</td>
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<td>7</td>
<td>April 20</td>
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<td>Prof Tarrant</td>
<td>Golden Ass</td>
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<td>8</td>
<td>April 27</td>
<td></td>
<td>Prof Tarrant</td>
<td>Golden Ass</td>
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<td>9</td>
<td>May 4</td>
<td></td>
<td>Dr Li</td>
<td>Book of Songs</td>
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<td>10</td>
<td>May 11</td>
<td></td>
<td>Dr Li</td>
<td>New Songs from a Jade Terrace</td>
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<tr>
<td>11</td>
<td>May 18</td>
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<td>Dr Squires</td>
<td>Basho</td>
<td>Second Essay due May 21</td>
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<td>12</td>
<td>May 25</td>
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<td>Dr Squires</td>
<td>Basho</td>
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<td>13</td>
<td>June 1</td>
<td></td>
<td>Prof Craig</td>
<td>Conclusion</td>
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<td>June 8</td>
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<td>June 15</td>
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<td>Third Essay due June 18</td>
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