

## English 230.W4: Engaging the Senses/Contribution Pillar (Spring 2022)

Professor: Dr. David McCracken  
Office Hours: Tuesday and Thursday 6:00-7:00 pm (virtual)  
By Appointment (virtual)  
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### Course Texts

Kennedy, X. J., and Dana Gioia, editors. *Literature: An Introduction to Fiction, Poetry, Drama, and Writing*. Portable edition. 13th edition. Pearson, 2016. ISBN 978-0-13-458638-0.  
Kennedy, William. *Ironweed*. 1983. Penguin, 1984. ISBN 978-0140070200.

### Course Description

*ENG 230 Engaging the Senses: The Arts and/or Adaptation (3SH)*

This course explores a variety of primary and secondary texts, some of them performed, to consider the role of the arts in literature. Although humans have been adapting stories from one form to another for millennia, in recent years, the process has received increasing attention from critics and popular audiences. How do authors transport us into the world of art, and how might original stories and their adaptations by painters, musicians, and dancers help us understand these art forms and those who create them? Prerequisite: ENG 111 or placement credit.

*Engaged Learning Pillar 6: Contribution*

Courses in the Contribution Pillar provide opportunities for students to develop knowledge and skills to serve as global citizens, while also providing opportunities for thinking creatively and critically about global issues.

English 230 serves as a Coker University Contribution Pillars Course. “Contribution” is defined in the following manner on the Coker University Pillars website ([www.coker.edu/programs-degrees/general-education-pillars/](http://www.coker.edu/programs-degrees/general-education-pillars/)): “What is my place in the world as a global citizen? Address fundamental questions of human existence through courses that encourage comparative analysis, connections with others, and a sense of continuity about the human condition around the world.”

The cultural theory that will serve as the foundation for “adaptation” is Joseph Campbell’s monomyth. This theory is outlined in his seminal *The Hero with a Thousand Faces*, which was published in 1949. Sections from this book will be available in Blackboard. Campbell’s theory still functions as the staple of mythological criticism. By applying Campbell’s famous framework to poetry, to stories, to plays, to films, and to a short novel, students in this course will interpret how personas or characters progress through the process of separation, initiation, and return toward knowledge about themselves and their worlds. According to Campbell’s theory, these figures typically move from innocence to experience, ignorance to knowledge, immaturity to maturity, or youth/adolescence to adulthood. By tracing the rites of passage through which the figures travel, students will learn about adaptation in addition to how these various “heroes” respond to adversities representative of the human condition.

### Course Objectives

1. Introduce you to concepts and to themes relevant to literature, adaptation, and contribution;
2. Teach you how to examine this literature critically through analysis and explication;

3. Provide you with a forum in which to discuss this literature, focusing on course themes;
4. Enable you to understand the assumptions behind and reasons for studying this literature;
5. Help you to express your ideas through informal and formal critical commentaries about this literature through interesting, insightful, and provocative projects.

### Course Policies

NOTE: A detailed presentation of policies will be available in Blackboard immediately prior to the beginning of this course. The policies below are essential but not exhaustive for ENG 230.

1. All deadlines must be followed as designated by the course syllabus. The course syllabus will provide reading assignments plus the dates and times for minor and major assignments. The deadlines for assignments will also be available through links in Blackboard.
2. No minor grade may be submitted late. Because this is an online class, there are sufficient opportunities to meet the prescribed deadlines. The minor grades are designed to help you consider critically how the literature functions as adaptations of Campbell's theory. Each minor assignment will count 10 points.
3. If a major assignment is not submitted on a deadline, one letter will be deducted from the final grade. For every day a major assignment is submitted late, one letter grade will be deducted from that project's final grade. Because this is an online class, there are sufficient opportunities to meet the prescribed deadlines. Unlike minor assignments, major assignments have heavier weights toward your final grade, so they will demand more time, energy, and work. Therefore, late submissions will be accepted, but they will receive appropriate penalties based on timestamps of submissions. To reiterate, one letter grade will be deducted on the initial day a major assignment is late, and then an additional letter grade will be subtracted for every twenty-four hours a major assignment is late. If unforeseen circumstances cause you not to have a project finished on time, you must contact me *before* the deadline. I reserve the right to decide if a reason for tardiness is valid.
4. Each assignment must be typed and submitted on time as a .doc, .docx, or .rtf document in Blackboard. Do not submit an essay as a .pdf, .pages, or .gdoc document. I grade your submissions electronically, so I must be able to access your document in Blackboard. Double check documents to ensure you have posted adequately in Blackboard. If a document is not posted correctly on the deadline, that document is considered late. If there is confusion about a submission, you must supply me with proof to verify you uploaded your document appropriately. If there is a malfunction, you are responsible for contacting Coker IT at support@coker.edu.
5. Academic dishonesty via plagiarism or collaboration could result in a grade of F for the course. No secondary sources (sources about the literature) are needed for anything that you complete for this class. If I discover you have cut and pasted information from a source into an assignment, that assignment immediately receives a zero. Please do not jeopardize your course grade by only reading online plot summaries or critical interpretations of the literature. Likewise, if I discover you have allowed someone to revise or edit your writing, you will fail the assignment and will be reported immediately to Provost Susan Henderson. You are responsible for every part of the composing process, but you may receive guidance from tutors in the Writer's Studio (available online). I will submit your papers to SafeAssign, a plagiarism database. Accidental or unintentional plagiarism is still plagiarism, and every instance must be reported to Provost Henderson.
6. This course adheres to Coker University's policy concerning diversity/inclusion, learning disabilities, and campus counseling. Please refer to the university website (www.coker.edu) for

links to these areas. There are links to the COVID-19 rules and to Coker University services in Blackboard. A link to the Writer's Studio is in Blackboard.

### **Course Requirements and Grade Percentages (all grades are posted in Blackboard's Grade Book)**

20% Discussion and/Journal Posts in Blackboard (minor). These will serve as daily and weekly grades comparable to in-seat attendance and participation. You will respond to prompts posted several times a week. Based on the number of participants in the course, you will respond to several of your peers' posts. Each post counts 10 points, and each response (or batch of responses) counts 10 points. Journal posts are private responses to the texts. Each journal counts 10 points.

Summary of Joseph Campbell's monomyth theory (minor). You will summarize this theory to demonstrate that you understand the concepts. This task counts 20 points.

Poetry Explication (minor). You will explicate a poem to demonstrate you understand this strategy of interpreting literature. This task counts 30 points.

30% Application of Campbell's monomyth to a story (major). Short paper.  
Application of Campbell's monomyth to a play (major). Short paper.  
Both of these projects will require you to build off of your posts and journals.

40% Comparison/contrast of *The Odyssey* to *Ironweed* (major). Short paper.  
Comparison/contrast of *The Odyssey* to *O Brother, Where Art Thou?* (major). Short Paper.  
Homer's *The Odyssey* is a monomyth, one of the most recognized and most famous.  
Selections from *The Odyssey* will be provided in Blackboard.  
*Ironweed* and *O Brother, Where Art Thou?* are adaptations of *The Odyssey*.  
One purpose for each paper is to address the Pillar concept "contribution."

10% Final Exam  
This is a synthesis exercise to pull ideas and concepts together at the end.  
Undoubtedly, this task will require you to tie together literature, adaptation, and contribution.

NOTE: The major assignments are called "short papers" because you will use writing to communicate what you know. ENG 230 is NOT a composition course, but you still must nonetheless express your ideas through writing. You are responsible for clearly and concretely stating your thoughts through paragraphs in essays. Inarticulate writing will affect scoring.

RELEASE VALVE: You are responsible for keeping me informed about the rigor and the pace of this online class. Through Blackboard Collaborate Ultra, we could be more innovative and creative about projects. We could have presentations instead of papers depending upon class size.

### **Course Syllabus**

NOTE: The course syllabus will be available immediately preceding the beginning of class. Based on the number of participants, there could be synchronous meetings scheduled throughout the eight weeks. Regardless, I will keep virtual hours and invite appointments for anyone who would like to meet with me. If the class is large, the course will be entirely asynchronous.

This course begins on Monday, March 21.

The census day for roster verification begins on March 30 and ends on April 6.

The course ends on May 10.

## Course Evaluation Scale and Grade Descriptions

- A (4) 100-90 = There is an imaginative, insightful, and intelligent presentation of ideas, in addition to excellent (concrete and specific) content, logical arrangement, and correct style. The writer has addressed the audience and has met all of the assignment criteria effectively. MLA documentation is perfect. The introduction, body, and conclusion are excellent. Project exhibits exemplary performance.
- B (3) 89-80 = There is an interesting, thorough, and competent coverage of topic, in addition to strong (concrete and specific) content, logical arrangement, and clear style. The writer has addressed the audience and has met most of the assignment criteria effectively. If revised or edited, the paper would be excellent. MLA documentation is almost perfect. The introduction, body, and conclusion are effective. Project exhibits strong and above average performance.
- C (2) 79-70 = There is a satisfactory coverage of topic, but there is nothing overtly memorable or original about the essay. *Any student in the class could write something similar; the essay is average for the level of the course.* The writer ignores assignment criteria, selects a broad topic, and/or provides too many generalities. The essay contains sections that demand revision and is littered with sentence-level errors. The writer addresses the audience but fails to offer new information about the topic; there is little imagination or insight expressed in the writing. MLA documentation is passable but flawed. The introduction, body, and conclusion are adequate. Project exhibits average performance.
- D (1) 69-60 = There is a glaring defect in content, organization, or style in an otherwise satisfactory paper. Most of the assignment criteria have not been met nor has the targeted audience been addressed. Ideas are supported by generalities, sections need extensive revision, and/or sentences contain significant Standard Written English errors. The introduction, body, and/or conclusion is/are ineffective. If research is required, the paragraphs are either dominated by quotations or fail to include source information. MLA documentation is unsatisfactory. Project exhibits weak and below average performance. **If accidental plagiarism is present, the essay cannot receive a grade higher than a 69.**
- F (0) 59-0 = There is an unacceptable defect in content, arrangement, or style. Assignment criteria have not been met nor has the targeted audience been addressed. The thesis is unclear, the ideas are weakly supported, the arrangement is illogical, and/or the writing is unacceptable college-level prose. If research is required, there are serious citation errors in the body paragraphs. MLA documentation is unacceptable. Project exhibits extremely weak performance. **If there is evidence of intentional plagiarism, the essay receives a zero and the writer fails the course.**