## Phrases of Eternal Song

## EN370 Christian Writers Ramona Czer Spring 2015

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| --- | --- | --- |
| Class Times: **Monday 6 – 8:45 p.m.** | Office: **HH 225** | Office Hours: **Tu 10:30-noon Th 2-4** |
| Classroom: HH 215 | Email: [**rczer@blc.edu**](mailto:rczer@blc.edu) | Cell Phone: **507-276-1513** |

**Of a Poet Patriot**

His songs were a little phrase

Of eternal song,

Drowned in the harping of lays

More loud and long.

His deed was a single word,

Called out alone

In a night when no echo stirred

To laughter or moan.

But his songs new souls shall thrill

The loud harps dumb.

And his deed the echoes fill

When the dawn is come.

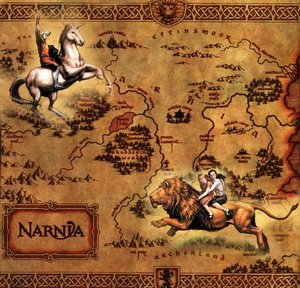
Thomas MacDonagh

**Overview of the Course**

Through the reading of texts, the producing of writing-to-learn assignments, the drafting of projects, the engaging in class discussions, and the giving of and listening to presentations, students will become more observant, questioning, intuitive, and insightful readers and thinkers, especially becoming more skilled at analyzing and interpreting the ways in which Christian writers have created their literary works and what their purposes in doing so may be.

**Learning Outcomes**

Students demonstrate basic cultural literacy of the era, genres, movements, and historical events pertaining to particular course content, being able to identify correctly allusions of the times, excerpts from renowned works, and works written by key authors **(assessed through both Exams).**

****Students routinely ask good questions of the text, which come from their own interaction with the text, including how the text is significant in relation to their own lives and the lives of others, and in relation to other texts and the world at large **(assessed through Reading Daybook Entries and class discussions).**

Students write about literature in a variety of modes for reflection, writing-to-learn, various audiences, and presenting research **(assessed through Reading Daybook Entries, the Research Project, both of which require the citing of sources, a Creative Response, and an On-line Book Review).**

Students exhibit a minimum competency of a foundational knowledge of literary terminology and then use said terminology to analyze, synthesize, interpret, and evaluate the works they read, both on paper and in discussions **(in class discussions and both Exams).**

Students gather, apply, analyze, synthesize, and evaluate data from a variety of scholarly sources and apply MLA format to their formal written works **(assessed through the Reading Daybook Entries, the Project, and two Papers as described above)**.

**Required Texts**

* ***A Treasury of Christian Poetry: 700 Inspiring & Beloved Poems* ed. Mary Batchelor**
* ***\* The Princess and the Goblin* by George MacDonald**
* ***The Chronicles of Narnia* (2 of the books) by C. S. Lewis**
* ***The Hobbit* by J. R. R. Tolkien**
* ***The Road to Middle-earth* by** Tom Shippey
* *\* In His Steps* by Charles M. Sheldon
* ***Many Waters* by Madeleine L’Engle**
* ***Listening for God: Contemporary Literature and the Life of Faith* Volume 2 ed. Paula J. Carlson**
* ***Gilead* by** Marilynne Robinson
* ***Messages from Estillyen* by William E. Jefferson**

**\* Can be found free-of-charge on-line**

**Course Assignments and Evaluation**

* **10 sets of Reading Daybook Entries x 10 pts. each—100 pts.**
* **A Creative Response—10 pts.**
* **An On-line Review of a Christian Book—10 pts.**
* **Project Proposal—10 pts.**
* **Project Draft—10 pts.**
* **Project & Presentation—60 pts.**
* **Midterm Exam—100 pts**
* **Final Exam—100 pts.**

**TOTAL: 400 pts.**

372-400 = A 340-371 = B 300-339 = C 260-299 = D

92-100% = A 85-91% = B 75-84 % = C 65-74% = D

You are allowed two late assignments. After that 2 points will be subtracted from any assignment turned in late.

**Attendance Policy and Some Suggestions**

A once-a-week course offers special benefits but also peculiar challenges. The benefits are that we get to really grapple with the works we’re reading, allowing everyone to have a voice, and we can do enrichment tasks like freewriting on a prompt or watching related videos without sacrificing discussion of the texts. However, the challenges exist as well. It is vital that we all stay on task with our reading, and that we are faithful in attending class—it’s easy to fall behind fast! If you have problems with self-disciplining yourself, be forewarned that this course may be extra difficult. To help you succeed, I suggest you inform all employers, advisors of extracurriculars, and especially friends and loved ones that this Monday evening time slot must be *sacrosanct*! Nothing should take precedence over attending our class period except a dire emergency situation, both for your grade’s sake and for the sake of us, your classmates, who benefit from your contributions.

Because of how important each class period is to the learning of all of us, I must invoke a strict attendance policy in this course. Missing more than once will make an A in the course unlikely and missing more than twice will assure you of no more than a C in the course. Remember, each class period is the equivalent to a week’s worth of classes!

However, if you are so ill that you cannot attend class and have proof of this, such as a doctor’s note or an adult’s corroboration, I may be able to suspend the policy, especially if you take steps to make up the class with an approved alternative activity, but you must come see me to discuss this option.

This spring, we happen to have two extra weeks when the academic calendar suspends Monday classes (not counting the typical lost Monday after Easter break). Squishing a 16-week 3-credit course into 13 weeks just does not work! Therefore, I came up with a plan to use two of those weeks to meet with you individually. For the third Monday, I simply suggest we meet anyway. We can discuss this the first class of the semester to see if you think that is doable.

To succeed in this course, you must be a self-starter—planning your reading week carefully and guarding it zealously. These are books, stories, and poems worthy to be savored...NOT read at warp-speed on Monday afternoon. Divide up your reading week into manageable increments so that by Sunday afternoon, you've finished the actual work(s) assigned for the week (usually about halfway through a book though at times it may be an entire book). Then you can spend quality time writing your RD entries and going back into the work(s) to find evidence or examples to reference. You may even have time to begin the next week’s work or start researching and reading for your self-chosen project.

**Academic Integrity Policy**

According to Diana Hacker in *Rules for Writers*, research “is a collaboration between you and your sources. To be fair and ethical, you must acknowledge your debt to the writers of these sources. If you don’t you are guilty of plagiarism, a serious academic offense” (110). She also lists three different acts of plagiarism a writer can commit: “(1) failing to cite quotations and borrowed ideas, (2) failing to enclose borrowed language in quotation marks, and (3) failing to put summaries and paraphrases in your own words” (110). The only information you do not need to cite in academic work is “common knowledge,” information your readers can find easily in general sources because many people know it already (Hacker 110).

In short, to plagiarize is to give the impression that you have written or thought something that you have in fact borrowed from another. Writers certainly may use another person’s words and thoughts, but if they are copied down word for word, they must have quotations marks around them and be cited immediately—before the end of the sentence. If they are paraphrased or summarized, cite a source by the end of the paragraph. *If a student is found to have plagiarized, the instructor reserves the right to fail the student in the course.*

**Proper Format for Written Work**

Joyce Kilmer

ENGL370

January 26, 2015

RD1

Please type all work, using Times New Roman 11 or 12 pt. font, and one inch margins.

**Spring 2015 Course Schedule for ENGL370**

|  |  |  |
| --- | --- | --- |
| **Week One** | **Reading Assignments Due** | **Writing Assignments Due** |
| Mon. Jan. 12 | IN CLASS—Selections from ***A Treasury of Christian Poetry* (*AToCP*)**  **Introduction to MacDonald** | Reading Daybook (RD) entries begun |
| **Week Two** |  |  |
| **TBD** | **Scheduled Conferences**  ***The Princess and the Goblin* (halfway)** | **Conferences** on your hopes for the course, RD notebook choice, project ideas etc. |
| **Week Three** |  |  |
| Mon. Jan. 26 | ***The Princess and the Goblin* (finished)**  ***The Magician’s Nephew* (finished)** | RD1 entries (several pages on each work) |
| **Week Four** |  |  |
| Mon. Feb. 2 | **Second Lewis book (finished)**  ***The Hobbit* (a couple of chapters)** | RD2 entries |
| **Week Five** |  |  |
| Mon. Feb. 9 | **Selections from *AToCP***  ***The Hobbit* (halfway?)** | RD3 entries |
| **Week Six** |  |  |
| Mon. Feb. 16 | **Meet anyway?**  ***The Hobbit* (finished?)** | RD4 entries |
| **Week Seven** |  |  |
| Mon. Feb. 23 | ***The Road to Middle-earth* (halfway)** | **Project Proposals Due** |
| **Week Eight** |  |  |
| Mon. Mar. 2 | ***The Road to Middle-earth* (finished)**  **Midterm Exam** | RD5 entries |
| **Week Nine** | **Spring break 3-9-15 to 3-13-15** |  |
| Mon. Mar. 16 | ***\* In His Steps* (finished)** | RD6 entries |
| **Week Ten** |  |  |
| Mon. Mar. 23 | ***Many Waters* (halfway)**  **Selections from *AToCP*** | RD7 entries |
| **Week Eleven** |  |  |
| Mon. Mar. 30 | ***Many Waters* (finished)**  **IN-CLASS— *Walking on Water* handout** | **A Creative Response to *Many Waters*** |
| **Week Twelve** | **Easter break 4-2-15 to 4-7-15** |  |
| **TBD** | ***Listening for God* (finished)**  **Scheduled Conferences** | **Project Draft Conferences—**Bring in a draft of your project, questions, concerns, & a WC page of sources used and following MLA correctly. |
| **Week Thirteen** |  |  |
| Mon. Apr. 13 | *Gilead* (halfway)?????  **Selections from *AToCP*** | RD8 entries  **An On-line Review of a Christian Book** |
| **Week Fourteen** |  |  |
| Mon. Apr. 20 | *Gilead* (finished)????? | RD9 entries |
| **Week Fifteen** |  |  |
| Mon. Apr. 27 | ***Messages from Estillyen* (halfway)?????**  **Selections from *AToCP*** | **Projects DUE & Presented** |
| **Week Sixteen** |  |  |
| Mon. May 4 | ***Messages from Estillyen* (finished)?????**  Speaker? | RD10 entries |
| **Finals Week** | **Final Exam** |  |

**The Infinite**

The Infinite always is silent:

It is only the Finite speaks.

Our words are the idle wave-caps

On the deep that never breaks.

We may question with wand of science,

Explain, decide, and discuss;

But only in meditation

The Mystery speaks to us.

John Boyle O'Reilly