



CHRISTIAN HERITAGE COLLEGE

EL140

GREAT BOOKS OF THE WESTERN WORLD I

This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.

Unit code	EL140
Unit name	Great Books of the Western World I
Associated higher education awards	Bachelor of Education (Primary) Bachelor of Education (Secondary) Bachelor of Arts/Bachelor of Education (Secondary)
Duration	One semester
Level	Introductory
Core/Elective	Elective
Weighting	Unit credit points: 10 Course credit points: Bachelor of Education (Primary) 320 Bachelor of Education (Secondary) 320 Bachelor of Arts/Bachelor of Education (Secondary) 320
Delivery mode	Face-to-face on-site
Student workload	<i>Face-to-face on site</i> Contact hours 30 hours Reading, study and assignment preparation 120 hours TOTAL 150 hours Students requiring additional English language support are expected to undertake an additional one hour per week.
Prerequisites/ co-requisites/ restrictions	Nil
Rationale	This is the first of two units that aim to introduce students to texts not only written in English but also to those (in translation) of other European languages such as French, German, Russian, and Spanish. Students will learn about a range of texts from very early books, including the Bible and some of the literature of Greece and Rome, through to the works of such writers as Chaucer, Shakespeare, Milton, Dryden and Bunyan in England, and Dante, Moliere, and Cervantes in the rest of Europe. Through this, they will begin to study the reasons for their survival. By comparing and contrasting texts from different periods, students will examine the changes over time of their meanings and of their use of in varied media. Students will engage with a historical, narrative overview, and will consider both history and culture and their influence on literature. This will include the tracing of the effect on literature of the Christian heritage within Western civilisation. Students need to have knowledge of what is considered 'great' literature in their culture and this introduction supplies them with both the information and the skills by which they can evaluate such literary texts.
Prescribed text(s)	Abrams, M.H. (Ed.). (2012). <i>The Norton anthology of English literature: In 2 volumes.</i> (9th ed.). New York, NY: Norton. Bloom, H. (1995). <i>The Western Canon: The books and school of the ages.</i> New York: Riverhead Books. Reynolds, J. M. (2011). <i>The Great Books Reader: Excerpts and essays on the most influential books in Western civilization.</i> Minneapolis, MN: Bethany House. Shakespeare, W. <i>The complete works of William Shakespeare.</i> Any edition. Selected readings will be available via the Moodle™ site for this unit.

<p>Recommended readings</p>	<p>Craziosi, B., & Greenwood, E. (Eds.). (2010). <i>Homer in the twentieth century: Between world literature and the Western canon</i>. Oxford, UK: Oxford University Press.</p> <p>Kennedy, G. A. (Ed.). (2013). <i>The Cambridge history of literary criticism</i>. Cambridge, UK: Cambridge University Press.</p> <p>Murray, P., & Dorsch, T. S. (Eds.). (2001). <i>Classical literary criticism</i>. London: Penguin Classics.</p> <p>Reynolds, J. M. (2009). <i>When Athens meets Jerusalem: An introduction to Classical and Christian thought</i>. Downers Grove, IL: IVP Academic.</p> <p>Russell, D. A., & Winterbottom, M. (Eds.). (2008). <i>Classical literary criticism</i> (rev. ed.). Oxford, UK: Oxford University Press.</p> <p>Van Doren, C. (2008). <i>The joy of Reading: A passionate guide to 189 of the world's best authors and their works</i>. Naperville, IL: Sourcebooks.</p> <p>Veith, G. E. (2013). <i>Reading between the lines: A Christian guide to literature</i> (redesign ed.). Wheaton, IL: Crossway.</p> <p>In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV) or The Holy Bible: New King James Version (NKJV).</p> <p>These and other translations may be accessed free on-line at http://www.biblegateway.com. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>
<p>Specialist resource requirements</p>	<p>Nil</p>
<p>Content</p>	<ol style="list-style-type: none"> 1. The ancient world: Old Testament scriptures; literary texts of ancient Greece and Rome, e.g. Homer, Plato, Aristotle, Virgil 2. The Christian era (first century to fourteenth century): New Testament scriptures; sermons, prayers and homilies of the saints; Augustine; Aquinas, Dante, Chaucer 3. The early Renaissance: Introduction to Shakespeare and other writers of the period 4. Sixteenth to seventeenth centuries: John Milton, Miguel de Cervantes, Moliere, John Bunyan 5. Seventeenth to eighteenth centuries: John Dryden, Jonathan Swift, Jean Jacques Rousseau
<p>Learning outcomes</p>	<p>On completion of this unit, students will have provided evidence that they have:</p> <ol style="list-style-type: none"> 1. developed knowledge and understanding of the history of literature in Western civilisation - the texts, the authors, the contexts, the content - from Ancient Greece to the Eighteenth Century; 2. analysed the response of writers to historical and cultural influences as reflected in their works of literature; 3. compared and contrasted texts in different historical and literary eras, examining changes in meaning and use; 4. reflected upon the criteria by which a book can be judged to be 'great'; 5. appreciated the continuing influence of texts studied; 6. evaluated the extent to which literary texts reflect and/or challenge aspects of a Christian worldview; and 7. communicated at an appropriate tertiary standard: with special attention to design elements, grammars, usage, logical relations, style, referencing and presentation.
<p>Assessment tasks</p>	<p>Task 1: Essay</p> <p>Word Length/Duration: 1000 words</p> <p>Weighting: 20%</p> <p>Learning Outcomes: 1-7</p> <p>Assessed: Week 6</p>

	<p>Task 2: Analytical Paper</p> <p>Word Length/Duration: 1500 words</p> <p>Weighting: 30%</p> <p>Learning Outcomes: 1-7</p> <p>Assessed: Week 9</p> <p>Task 3: Essay</p> <p>Word Length/Duration: 2000 words</p> <p>Weighting: 50%</p> <p>Learning Outcomes: 1-7</p> <p>Assessed: Week 14</p>
<p>Unit summary</p>	<p>This unit is the first part of a two-part study of texts that have been considered over time by literary critics as 'great books'. It takes a historical and narrative approach to texts from Greek and Roman classics and the Bible to the eighteenth century, with a view to discovering the reasons for their survival and to examining, in some detail, the subjects and the ideas that they contain.</p>

SAMPLE