NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course Blackboard site for enrolled students and may be more current than this sample syllabus.

CROP 340 Pens and Plows –Syllabus
CRN 36849, 3 Credits

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Class website: Blackboard (Ecampus) Prerequisites: none.

This course combines approximately 90 hours of instruction, online activities, and assignments for 3 credits

A survey of literature from ancient Greece to the twentieth century focusing on the significance of agricultural life and/or the natural world. Students read and discuss writings considered critical in the development of Western culture and receive input on the literary significance and the accuracy of agriculture presented within the readings. (Bacc Core Course) Taught via Ecampus only.

Course Overview:
A survey of literature from ancient Greece to the twentieth century focusing on the significance of agricultural life and/or the natural world. Students read and discuss writings considered critical in the development of Western culture and receive input on the literary significance and the accuracy of agriculture presented within the readings.

Course Objective:
This course presents works of literature featuring agricultural practices. Selected works of literature from Ancient Greece through the modern era are presented and discussed for their importance as literary works and agricultural accuracies. Students read great writings from English and Ag Science perspectives. The course will consist of ten units reflecting eras of literary styles: Units: Ancient Greek, Ancient Romans, Medieval times, Renaissance, Rationalism, Romanticism, European Realism, American Realism, European Modernism, American Modernism.
Learning Outcomes:
Students successfully completing the course should be able to:
1. Define the principal tenets of the pastoral tradition and uses of agricultural terms and metaphors in literature.
2. Compare the pastoral tradition with other types of agricultural writings.
3. Construct a broad historical framework in which to locate the readings.
4. Distinguish in writing at least three pastoral preoccupations in one reading.
5. Compare in writing at least two readings that share a particular feature or perspective.
6. Summarize in writing at least three pastoral preoccupations the readings share.
7. Describe how agricultural practices in literature have been modified in the successive cultural contexts under examination in the course.
8. Evaluate the accuracy of agricultural practices presented in literary works.

Baccalaureate Core Outcomes
Western Culture:

Students in Western Culture courses shall:
1. Identify significant events, developments, and/or ideas in the Western cultural experience and context.
2. Interpret the influence of philosophical, historical, and/or artistic phenomena in relation to contemporary Western culture.
3. Analyze aspects of Western culture in relation to broader cultural, scientific, or social processes.

Literature:
Required:
Sophocles - *Oedipus Rex*
Theocritus - *Idyll IX*
Virgil - Eclogue I, IV, IX and *Georgics*, Book I
Horace - Book I, Ode 38; Book II, Ode 15, Book III, Ode 16
Boccaccio – *The Decameron*
Unknown – *Sir Gawain and the Green Knight*
William Shakespeare – *As You Like It*
John Milton – “Lycidas”
Thomas Jefferson – *Notes on the State of Virginia*, Query XVIII, Query XIX
William Wordsworth – “Michael,” “Tintern Abbey,” Sonnet XIV
Emily Dickinson – e 130, 324, 657, 986
John Keats – “Ode to a Grecian Urn”
Walt Whitman – “Song of Myself”
Nathaniel Hawthorne – “Rappaccini’s Daughter”
Ralph Waldo Emerson – *Nature*
Henry David Thoreau – from *Walden*
Henrik Ibsen – *A Doll House*
Thomas Hardy – “Far from the Madding Crowd”
Mark Twain – *The Man Who Corrupted Hadleyburg*
Stephen Crane – “The Open Boat”
Jack London - “The Law of Life”
Joseph Conrad – *Heart of Darkness*
Willa Cather – *My Antonia*
Optional
Aristotle – Poetics
Chaucer – The Canterbury Tales
Unknown – The Second Shepherd’s Play
Spenser – The Shepheardes Calendar
Voltaire – Candide
Taylor – Upon Wedlock and Death of Children
Goldsmith – The Deserted Village
Joyce – The Dead
Kafka – Metamorphosis
Lawrence – The Odour of Chrysanthemums
Miller – Death of a Salesman
Kozinski – Being There
Frost – The Road Not Taken; Birches; Nothing Gold Can Stay, Stopping By Woods on a Snowy Evening; Desert Places
O’Conner – Greenleaf
Baldwin – Sonny’s Blues

NOTE: For textbook accuracy, please always check the textbook list at the OSU Bookstore website (http://osubeaverstore.com/Academics/). Sample syllabi may not have the most up-to-date information.

Neil Browne (lead instructor) will guide students through the English terminology and literary attributes of the selected works of literature. David Hannaway will comment on the agricultural practices presented in the literature and guide students to develop a critical eye to science presented in non-science writings. The English department fully supports the course’s objectives, delivery and Dr. Browne’s involvement in the course as an online course. Kimberly Hannaway Japhet, course developer, will assist with Blackboard delivery and student progress.

Assessment/Evaluation of student performance
The course will contain required and optional readings, quizzes, journal entries, and 3 essays.

Quizzes will check for reading comprehension of the required readings. Quizzes will be taken online and each will consist of multiple-choice and short-answer questions.

Journal entries and essays required within the course will be posted to the class Blackboard website. As you work on your readings during the week, post informal responses, questions, and observations on the reading to the discussion board. The point here is to create a community of readers. Journal entries are to be submitted by midnight on Sundays. For the journal entries, you can use the journal questions as prompts, draw on discussions from the week, or concentrate on something that interests you in the reading. Please present your journal entries as a single short response paper—1-2 pages. Do not just answer the journal questions. Formulate your response into a concise short essay.

Three critical essays are required for successful completion of the course. The first is an analytical essay (analysis of one reading from the first half of the term) of 800+ words. The second essay is a comparative essay (a researched comparative analysis of two or more readings, one must be a novel from the approved list. The third essay is an evaluation of agricultural practices discussed in the selected readings. Additionally,
students’ analysis and synthesis skills will be evaluated in the second essay of 1200 words as it must include research material. The American Psychological Association (APA) or Modern Language Association (MLA) format is required of all written work.

**Formula for Final Grade**

- Quizzes (9 quizzes) = 20%
- Journal (participation in 10 discussions) = 10%
- Analytical Essay (an analysis of one reading of 800+ words) = 20%
- Comparative Essay (a researched comparative analysis of 2 readings, 1200 words) = 30%
- Agriculture Essay (evaluation of agricultural practices within the literary works 800+) = 20%
- Total 100%

Attendance for this class will be defined one journal entries/week. Missing entries will be assessed zero points. Student grades will be based upon performance and not effort. Effort will be partially reflected in the quality of work that students submit.

Grading Scales:

- A 94-100%; A- 90-93%; B+ 86-89%; B 83-85%; B- 80-82%
- C+ 76-79%; C 73-75%; C- 70-72%; D+ 66-69%; D 63-65%
- D- 60-62%

Assignment Schedule:

- **Quizzes are due Friday midnight; Journals due Sunday Midnight.**

  - **Week 1, Unit One:** One Journal Entry
  - **Week 2, Unit One:** One Journal Entry, One Quiz
  - **Week 3, Unit Two:** One Journal Entry, One Quiz
  - **Week 4, Unit Three:** One Journal Entry, One Quiz, Analytic Essay, Friday Midnight.
  - **Week 5, Unit Four:** One Journal Entry, One Quiz
  - **Week 6, Unit Five:** One Journal Entry, One Quiz
  - **Week 7, Unit Six:** One Journal Entry, One Quiz
  - **Week 8, Unit Seven:** One Journal Entry, One Quiz
  - **Week 9, Unit Eight:** One Journal Entry, One Quiz, Comparative Essay, Friday Midnight.
  - **Week 10, Unit Nine:** One Journal Entry, One Quiz

**Evaluation Of Agriculture Essay:** Thursday of Finals Week

**READING SCHEDULE**

- **Week One:** Introduction to course; Writings of the ancient world: Genesis, Theocritus: Idyll IX, Sophocles: *Oedipus Rex*

- **Week Two:** Ancient Romans, Virgil: Ecologue I, IV, IX; Georgics I; Horace: Book I, Ode 38; Book II, Ode 15; Book III, Ode 16

- **Week Three:** Medieval; Boccaccio: *The Decameron*, The First Day, The Tenth Day, Tenth Tale; *Sir Gawain and the Green Knight*,

This course is offered through Oregon State University Extended Campus. For more information, contact: Web: ecampus.oregonstate.edu Email: ecampus@oregonstate.edu Tel: 800-667-1465
Week Four: Renaissance, Shakespeare: *As You Like It*; Milton, “Lycidas”


Week Seven: European Realism, Thomas Hardy, *Far from the Madding Crowd*, Henrik Ibsen, *A Doll’s House*


Week Nine: European Modernism, Joseph Conrad, *Heart of Darkness*

Week Ten: American Modernism, Willa Cather, *My Ántonia*,

**Students with Disabilities**

"Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 737-4098."

-Link to Statement of Expectations for Student Conduct, i.e., cheating policies http://oregonstate.edu/admin/stucon/achon.htm

**Student Evaluation of Teaching**

We encourage you to engage in the course evaluation process each term – online, of course. The evaluation form will be available toward the end of each term, and you will be sent instructions through ONID. You will login to “Online Services/MyOSU” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.

Other important links:

- [Academic Integrity](#)
- [Student Conduct Home](#)
- [NetTutor link](#)
- [Exam & proctoring link](#)