

# English 2332-001 – World Literature I

Summer 2017

Dr. Roy Bearden-White / Department of English

MTWF 10:00 a.m. to 12:15 p.m., CM 105

## Required Texts:

Bearden-White, Roy, ed. *Literary Explorations: An Anthology of Early World Literature*. Levelland: Laughing Dogs Press, 2016. ISBN: 978-1-329-46670-8

Access to a computer with printer and Internet access

An active email account

## Suggested Texts and Supplies:

A standard collegiate dictionary, such as *Merriam Webster Collegiate Dictionary*

A flash drive or internet cloud storage.

**Departmental Course Description:** This course is a study of selected literary masterpieces written through the Renaissance.

**Scope/Purpose:** English 2332 introduces students to some of the great works of literature, from the Ancient World through the Renaissance, which helped to shape modern literature, language, and culture. This course includes the general historical background, as well as the principles of literary criticism appropriate to the literature. Please note: this is a sophomore-level college course, so some readings contain adult language and subject matter. Students who are not prepared for college-level content should think carefully before continuing with the course.

**Prerequisite:** ENGL 1301 and 1302

**Student Learning Objectives:** Upon completion of the course, the student should be able to 1) Understand the distinguishing elements of non-fiction, fiction, poetry, and drama for the appropriate time period; 2) Understand the major elements of literature that are highlighted by the instructor; 3) To discuss in depth the distinguishing characteristics of movements covered in class, which may include Ancient, Medieval, Renaissance, and Restoration literature in order to analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods; 4) Show an understanding and competent application of the elements of the writing process in all writing situations as developed in English 1301 and 1302; 5) Show an understanding and refinement of the skills of expository and argumentative writing already developed in English 1301 and 1302; 6) Apply critical thinking to the study of literature and to the writing of analytical essays; 7) Use a library and relevant internet sources for research purposes; 8) Research and write an accurately documented paper, using MLA style or other assigned documentation style; 9) Participate in class discussions over the literature and research in the course; 10) Be able to analyze a student's own work or a classmate's work and to determine if anything needs to be changed for the work to fit the assignment, be more developed, or communicate more effectively and then convey it in writing to the student; 11) Make constructive suggestions for others' work during peer critiques or presentations; 12) Do group work by working with other members of the class in order to complete the assignment by contributing to the project while interacting with other members of the group in order to do so.

## Requirements:

- Students will read numerous works of early literature, participate in class discussions of the readings, and be tested over their understanding of the readings and lectures through quizzes, examinations, and/or written assignments.
- Individual instructors may also require major examinations over the readings or any other part of the course content.
- Individual instructors may occasionally use film, stage productions, or other art forms to support the text, in which case students may also be tested over their understanding of content or of differences between the written text and the alternate presentation of that text.

## Grading of Course work:

Response papers – see below for details

Three (3) Response papers (2-3 pages, 15% each)	45%
One (1) Critical Response paper (3-4 pages)	25%
Final Exam	20%
Class Participation/Discussion	10%

**Response Papers:** Each written response will allow you to pursue and consider questions or issues raised within one of the texts with an aspect of the culture, the history, or other social implications surrounding the text. Papers that respond to more than one text will not be accepted. Since it is a formal response, each paper should constitute a firm and arguable opinion in a well-crafted essay, complete with thesis statement and supporting evidence. According to the class schedule, you will have five opportunities to post a response paper, but only the best four will be used for your grade. For each response, you need to produce two different copies:

- A printed copy needs to be handed in during the appropriate class session. This is the copy that I will comment on, grade, and return to you.
- An electronic copy needs to be posted on the appropriate discussion forum on Blackboard so that other students may read and comment on your response as well. The electronic version should be added to the discussion forum before the assigned date.
- The grading rubric for the response papers, along with example papers, can be found on Blackboard.

Standard Response Papers must be a minimum of 2-3 pages in length (500-750 words) and follow MLA guidelines.

The Critical Response paper must be 3-4 pages in length (750-1000 words), must include substantiating evidence (at least one quote with appropriate citation framework) from at least one academic source, and follow MLA guidelines.

The response papers will comprise 70% of your final course grade. All submitted assignments may be processed through Turnitin.Com to verify originality.

**Exams:** There will be a cumulative final exam. The exam will center on techniques of close examination, the ability to discuss works using intertextual examples, and overall comprehension. For the exam, there will be three required parts. The first section will consist of short-answer style questions, served to evaluate whether students had read all the assigned material and how well they retained details from those readings. The questions will focus upon details such as plot structures, character identification, individual passages, and brief contextual information. The second section of the exam will consist of two thematic essay. Students will select a group of texts from among those offered and consider, in a historical framework, how those popular works either worked to shape social values or served as a reflection of those values. Issues involved may be racial equality, gender equality, nationality, or social ethics. Students will need to rely upon close reading skills to note details and, through use of theoretical applications discussed previously in class, deduce ways in which the images interact with the text to convey significance to the readers.

**Exam Alternative:** Students may propose writing a 5-8 page analytic essay in place of the in-class exam by submitting a proposal at least a week prior to exam date.

**How to Contact me:**

Office: CM 103d

Office Hours: To be announced

Other times by Appointment

Office Phone: 806-716-4030

Email: [rbeardenwhite@gmail.com](mailto:rbeardenwhite@gmail.com) or [rbeardenwhite@southplainscollege.edu](mailto:rbeardenwhite@southplainscollege.edu)

**Late Work:** Unless prior approval is received, late submission of assignments will result in a grade deduction of one half-letter grade for each calendar day (not including Saturdays, Sundays, or holidays) that the assignment is late.

**Attendance:** Regular attendance is imperative for successful completion of this course. Mere physical presence, however, is not enough to master the learning objectives outlined in this syllabus. You must also be prepared for each class. This includes having read the assignment, being ready to discuss the topic, and having completed any writing assignments that were due.

**Absences:** Regular class attendance is imperative for successful completion of this course. Any student who misses more than four class sessions may be dropped with a grade of “X” if the student has a passing grade average at that time. If the student is failing, due to poor work or missing assignments, the student may be given a grade of “F”. In special cases because of extenuating circumstances, a student may miss more than four absences and not be dropped, but the student must immediately notify me of the attendance difficulty and **submit proof** of those extenuating circumstances, especially if the student already has surpassed the four allowed absences.

**South Plains College Absence Policy:** Students are expected to attend all classes in order to be successful in a course. The student may be administratively withdrawn from the course when absences become excessive as defined in the course syllabus. When an unavoidable reason for class absence arises, such as illness, an official trip authorized by the college or an official activity, the instructor may permit the student to make up work missed. It is the student’s responsibility to complete work missed within a reasonable period of time as determined by the instructor. Students are officially enrolled in all courses for which they pay tuition and fees at the time of registration. Should a student, for any reason, delay in reporting to a class after official enrollment, absences will be attributed to the student from the first class meeting. Students who enroll in a course but have “Never Attended” by the official census date, as reported by the faculty member, will be administratively dropped by the Office of Admissions and Records. A student who does not meet the attendance requirements of a class as stated in the course syllabus and does not officially withdraw from that course by the official census date of the semester, may be administratively withdrawn from that course and receive a grade of “X” or “F” as determined by the instructor. Instructors are responsible for clearly stating their administrative drop policy in the course syllabus, and it is the student’s responsibility to be aware of that policy. It is the student’s responsibility to verify administrative drops for excessive absences through MySPC using his or her student online account. If it is determined that a student is awarded financial aid for a class or classes in which the student never attended or participated, the financial aid award will be adjusted in accordance with the classes in which the student did attend/participate and the student will owe any balance resulting from the adjustment.

**Academic Integrity—Plagiarism and Cheating:** “It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own any work which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences, possibly suspension” (SPC General Catalog, p. 23). “Complete honesty is required of the student in the presentation of any and all phases

of course work. This applies to quizzes of whatever length as well as to final examinations, to daily reports and to term papers” (SPC General Catalog, p. 23). Students should consult the General Catalog on p. 23 for the college’s detailed policies on plagiarism and cheating. Failure to comply with these policies will result in an F for the assignment and can result in an F for the course if circumstances warrant.

**Cell Phones, Ipods, Blackberries, Laptops, etc.:** I don’t know many people who love electronic gizmos more than I do. Not only are they usually incredibly useful, informative, and even educational, they are also typically fun to use. Because of the enormous benefits technology can provide, I do not want to categorically forbid electronic devices from the classroom. With that said, however, electronic gadgets can be quite disruptive in a classroom. In order to negotiate this potential problem, I will need your cooperation in following two simple guidelines:

- The classroom is a communal environment which requires each student to respect the learning experiences of the others. Please consider how your devices may impact, and in some cases simply annoy, others who sit near you.
- You enrolled in, and paid for, this class with a specific purpose in mind, whether it is to improve your writing skills or to fulfill a core requirement. While surfing on Facebook, text-messaging a friend, or playing Pokémon Go might be more fun, realize that such actions will impair your progress in this class (and yes, by progress I do mean your final grade).

**Students with Disabilities:** Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office at Levelland Student Health & Wellness Center 806-716-2577, Reese Center (also covers ATC) Building 8: 806-716-4675, Plainview Center Main Office: 806-716-4302 or 806-296-9611, or the Health and Wellness main number at 806-716-2529.

**Statement of Nondiscrimination:** It is my policy not to discriminate on the basis of age, color, disability, ethnicity, gender, national origin, race, religion, sexual orientation, or veteran status.

**Statement of Diversity:** In this class, I will continually strive to establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world, and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

**Other concerns:** I strongly encourage you to visit me during my office hours to discuss any other problems or concerns that may affect your performance in this class.

### **Rubric for Literary Response Papers**

6

**Meaning:** -Establishes a controlling idea that reveals an in-depth analysis of the text. Makes insightful connections between the controlling idea and the ideas in the text.

**Development:** -Develops ideas clearly and fully, making effective use of a wide range of relevant and specific evidence and appropriate literary elements from the text.

**Organization:** -Maintains the focus established by the controlling idea. Exhibits a logical and coherent structure through skillful use of appropriate devices and transitions.

**Language Use:** Stylistically sophisticated, using language that is precise and engaging, with a notable sense of voice and awareness of audience and purpose. Varies structure and length of sentences to enhance meaning.

**Conventions:** Demonstrates control of the conventions with essentially no errors, even with sophisticated language

5

**Meaning:** -Establishes a controlling idea that reveals a thorough understanding of the text. Makes clear and explicit connections between the controlling idea and the ideas in the text.

**Development:** -Develops ideas clearly and consistently, with reference to relevant and specific evidence and appropriate literary elements from the text.

**Organization:** -Maintains the focus established by the controlling idea. Exhibits a logical sequence of ideas through use appropriate devices and transitions.

**Language Use:** -Uses language that is fluent and original, with evident awareness of audience and purpose. Varies structure and length of sentences to control rhythm and pacing.

**Conventions:** -Demonstrates control of the conventions, exhibiting occasional errors only when using sophisticated language.

4

**Meaning:** -Establishes a controlling idea that shows a basic understanding of the text. Makes implicit connections between the controlling idea and the ideas in the text.

**Development:** -Develops some ideas more fully than others, with reference to specific and relevant evidence and appropriate literary elements from the text.

**Organization:** -Maintains a clear and appropriate focus. Exhibits a logical sequence of ideas but may lack internal consistency.

**Language Use:** -Uses appropriate language, with some awareness of audience and purpose. Occasionally makes effective use of sentence structure or length.

**Conventions:** -Demonstrates partial control, exhibiting occasional errors that do not hinder comprehension.

3

**Meaning:** -Establishes a controlling idea that shows a basic understanding of the text. Makes few or superficial connections between the controlling idea and the ideas in the text.

**Development:** -Develops ideas briefly, using some evidence from the text. May rely primarily on plot summary.

**Organization:** -Establishes, but fails to maintain, an appropriate focus. Exhibits a rudimentary structure but may include some inconsistencies of irrelevancies.

**Language Use:** -Relies on basic vocabulary, with little awareness of audience or purpose. Exhibits some attempt to vary sentence structure or length for effect, but with uneven success.

**Conventions:** -Demonstrates emerging control, exhibiting occasional errors that hinder comprehension.

2

**Meaning:** -Conveys a confused or incomplete understanding of the text. Makes a few connections but fails to establish a controlling idea.

**Development:** -Incomplete or largely undeveloped. Hints at ideas, but references to the text are vague, irrelevant, repetitive, or unjustified.

**Organization:** -Lacks an appropriate focus but suggests some organization, or suggests a focus but lacks organization.

**Language Use:** -Uses language that is imprecise or unsuitable for the audience or purpose. Reveals little awareness of how to use sentences to achieve an effect.

**Conventions:** -Demonstrates a lack of control, exhibiting frequent errors that make comprehension difficult.

1

**Meaning:** -Provides minimal or no evidence of textual understanding. Makes no connections with the text or among ideas in the text.

**Development:** -Minimal, with no evidence of development.

**Organization:** -Shows no focus or organization.

**Language Use:** -Minimal. Uses language that is incoherent or inappropriate

**Conventions:** -Minimal, making assessment of conventions unreliable. May be illegible or incomprehensible.

**Please Note:**

- If the student writes only a personal response and makes no reference to the text, the response can be scored

no higher than a 1.

- Responses totally unrelated to the topic, illegible, incoherent, or blank should be given a 0.
- A response totally copied from the text with no original student writing should be scored a 0.

# English 2332 - Class Schedule

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All assignments are to be completed before the day they are listed. For example, not only should you have read pages 126-150 of *Literary Explorations* before Tuesday, June, 6<sup>th</sup> but you should also be prepared to discuss the text in class. Submission of all assignments is the responsibility of the student. Please refer to the course syllabus for the complete class policy of late papers. I also reserve the right to modify this schedule according to class needs.

## Week One

Monday 6/5

**In Class:** Introduction to class

**Read:** Egyptian Love Poems (Handout and on Blackboard).

Tuesday 6/6

**Read:** Sophocles, "Oedipus the King," *Literary Explorations*, pages 126-150.

Wednesday 6/7

**Read:** Sophocles, "Oedipus the King," *Literary Explorations*, pages 150-173.

Thursday 6/8

**Read:** "The Book of Genesis," *Literary Explorations*, pages 48-78.

## Week Two

Monday 6/12

**Read:** "The Book of Job," *Literary Explorations*, pages 79-126.

**Response Paper #1**

Tuesday 6/13

**Read:** "Bhagavad Gita," *Literary Explorations*, pages 174-183.

Wednesday 6/14

**Read:** "Analects," *Literary Explorations*, pages 184-193.

Thursday 6/15

**Read:** "Beowulf," *Literary Explorations*, pages 195-236.

## Week Three

Monday 6/19

**Read:** "Beowulf," *Literary Explorations*, pages 237-279.

**Response Paper #2**

Tuesday 6/20

**Read:** Marie de France, "Lais," *Literary Explorations*, pages 279-291.

Wednesday 6/21

**Read:** "Sir Gawain and the Green Knight," *Literary Explorations*, pages 292-325.

Thursday 6/22

**Read:** "Sir Gawain and the Green Knight," *Literary Explorations*, pages 326-358.

## Week Four

Monday 6/26

**Read:** Machiavelli, "The Prince," *Literary Explorations*, pages 399-408.

**Response Paper #3**

Tuesday 6/27

**Read:** Cervantes, "Don Quixote," *Literary Explorations*, pages 511-561.

Wednesday 6/28

**Read:** Cervantes, "Don Quixote," *Literary Explorations*, pages 562-610.

Thursday 6/29

**Read:** Milton, "Paradise Lost," *Literary Explorations*, pages 611-653.

## Week Five

Monday 7/3

**Read:** Milton, "Paradise Lost," *Literary Explorations*, pages 654-696.

**Response Paper #4**

Tuesday 7/4

**No Class:** Holiday

Wednesday 7/5

**Read:** Shakespeare, *Henry V*, *Literary Explorations*, pages 409-439.

Thursday 7/6

**Read:** Shakespeare, *Henry V*, *Literary Explorations*, pages 440-470.

**Week Six**

Monday 7/10

**Read:** Shakespeare, *Henry V*, *Literary Explorations*, pages 471-510

**Response Paper #5**

**In Class:** Review

Tuesday 7/11

**Final Exam**