

**ENGL 2332**  
**Syllabus, Fall 2017**  
**World Literature I: The Ancient World Through the Renaissance**

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**Required Text:** *The Norton Anthology: Western Literature*, 9th edition. Vol. 1

**Prerequisites:** ENGL 1301 and 1302

**Scope/Purpose**

English 2332 introduces students to some of the important works of literature from the Ancient World through the Renaissance which helped shape modern literature, language, and culture. The 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 probably think carefully before continuing with the course.

**Core Objectives addressed:**

- **Communications skills**—to include effective written, oral, and visual communication
- **Critical thinking skills**—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Teamwork**—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Personal Responsibility**—to include the ability to connect choices, actions, and consequences to ethical decision-making.

**Requirements**

1. This is a survey course: students will read numerous pieces of early literature, participate in class discussions of the readings, and be tested over their understanding of the readings and lectures through quizzes, examinations, presentations, and/or written assignments.
2. Instructors may also require major examinations over the readings or any other part of the course content.
3. 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.

**Instructional Outcomes**

By the end of the course, a student should be able to:

1. Understand the major elements of literature as described in the text and highlighted by the instructor;
2. Apply critical thinking to the study of literature and to complete assignments which demonstrate that critical thinking;
3. Use a library for research purposes; and,
4. Research and write an accurately-documented paper or project

### **Absence Policy**

This is a college-level class and, in keeping with the South Plains College policy, this professor makes no distinction between excused and unexcused absences. More than three absences in this class will result in a lower grade. More than four absences will result in the student being dropped from the course.

### **Grading Policy**

Students' final grades will be evaluated by means of letter grades, A, B, C, D, F: superior, good, average, poor, and unacceptable. Numerical grades will be assigned for convenience in averaging grades only. This class is based on a 1000-point system. (A = 900-1000; B = 800-899; C = 700-799; D = 600-690; F = Below 600.) **Late work is not accepted.**

### **Assignments**

Didactic journals, Quizzes (All), and Projects: 60%

Midterm and Final Exam: 20%

Presentation and Paper: 20%

### **Plagiarism**

Plagiarism is defined as presenting the ideas or words of another as one's own. It is *theft*. Except in extreme cases, disciplinary action in cases of cheating or plagiarism will be handled by and at the discretion of the instructor and, if necessary, in consultation with the departmental chairperson. Depending on the nature and severity of the problem, individual instructors may assign penalties from zero for the assignment to an F in the course. Extreme cases may result in disciplinary action up to and including expulsion from South Plains College.

*English Department Policy*

Any student who submits work as his or her own and has not performed that work can expect an F for the course.

### **Classroom Decorum**

“As in any segment of society, a college community must be guided by standards that are stringent enough to prevent disorder, yet moderate enough to provide an atmosphere conducive to intellectual and personal development.” –*SPC General Catalog*

No student has the right to disrupt a class in any way and thus interfere with the education of the other students. Disruptive behavior is not restricted to behavioral problems; it can include noise from cell phones, pagers, and watches; repeated tardiness; inappropriate appearance/attire; and leaving the classroom for any reason before the

instructor has dismissed the class. None of these behaviors is conducive to the academic atmosphere and will not be tolerated. Electronic devices must be silent and out of sight during class with the exception of laptops used for note-taking; any student using a cell phone during class without the instructor's approval will be dismissed from class and counted absent.

### **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 Special 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 Special Services Coordinator. For more information, call or visit the Special Services Office in the Student Services Building, 894-9611 ext. 2529, 2530.

### **Diversity Statement**

In this class, the teacher will 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.

## **The Ancient World**

### **Week 1**

Homer and *The Iliad* - pg. 181-185 Read these pages and take notes over both. Be ready for discussion on Monday.

- Read "Book I: The Rage of Achilles" pg. 189 and "Book XXIV: Achilles and Priam" pg. 271. Analyze with didactic journal. Project: En media res, both sides, and character.

### **Week 2**

Aeschylus and *The Orestia*- pg. 609- 613 Read these pages and take notes over both. Be ready for discussion on Monday.

- Read *Agamemnon*. pg. 614 Analyze with didactic journal. Quiz and Project: Clytemnestra argument.

### **Week 3**

Euripides and *Medea*- pg. 742-744 Read these pages and take notes over both. Be ready for discussion on Monday.

- Read *Medea*. pg. 745 Analyze with didactic journal. Quiz and Project: Medea argument.

### **Week 4**

Virgil and *The Aeneid*- pg. 977- 980 Read these pages and take notes over both. Be ready for discussion on Monday.

- Read "Book II: The Final Hours of Troy." Pg. 1002. Analyze with didactic journal. Quiz and Project: Comparison with soldiers and passages from previous pieces. Also, the impact of Troy on literature from the time period.

## **The Middle Ages:**

### **Week 5**

"Sir Gawain and the Green Knight"- pg. 1915- 1917. Read these pages and take notes over both. Be ready for discussion on Monday.

- Read "Sir Gawain and the Green Knight." Pg. 1917 Analyze with didactic journal. Quiz and Project: Changes noticed from how characters were written compared to those in the previous time period.

### **Week 6-7**

Boethius and *The Consolation of Philosophy*

### **Week 8**

Geoffery Chaucer and *The Canterbury Tales*- pg. 1847- 1851 Read these pages and take notes over both. Be ready for discussion on Monday.

- Read the "Prologue." Pg. 1852 Analyze with didactic journal.
- **Midterm**

### **Week 9**

1. Read *The Wife of Bath's Prologue and Tale* and analyze with didactic journal. Quiz.
2. Read *The Miller's Prologue and Tale* and analyze with didactic journal. Quiz.

### **Week 10**

3. Read *The Knight's Prologue and Tale* and analyze with didactic journal. Quiz and Project: Analyze love stories told from different perspectives as well as the different voices used in all three pieces.

## **The Renaissance**

### **Week 11**

Read Miguel de Cervantes pg. 2353- 2357 Read these pages and take notes over both. Be ready for discussion on Monday.

- Read *Don Quixote*, Part 1: "I Know Who I am and Who I may be, If I Choose." Pg. 2363. Analyze with didactic journal. Quiz and Project: Chivalry.

### **Week 12**

Read John Milton and *Paradise Lost* pg. 2742- 2745 Read these pages and take notes over both. Be ready for discussion on Monday.

- Read *Paradise Lost*: Book 1. Pg. 2746 Analyze with didactic journal. Quiz and Project: The affect of this piece on religion.

### **Week 13**

Find information from a credible source over Niccolo Machiavelli. Be ready for discussion on Monday.

- Read "The Prince." Pg. 2110. Analyze with didactic journal. Quiz and Project: A prince versus an ordinary citizen.
- **Final Exam and Presentations**

**I reserve the right to make changes as needed to the above syllabus should the need arise.**