

English 2332 – World Literature I

Fall 2019

Dr. Roy Bearden-White / Department of English

ENGL 2332.452

Internet Course

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
(Digitized versions of all texts are available on Blackboard)

Access to a computer with printer and Internet access

An active email account

Required means of communication: All electronic correspondence for this class will be sent to your southplainscollege.edu address, so it is your responsibility to monitor the account on a regular basis.

Suggested Texts and Supplies:

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

A flash drive or internet cloud storage.

Course Description: This course is a survey of world literature from the ancient world through the sixteenth century, which helped to shape modern literature, language, and culture. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts, along with the principles of literary criticism appropriate to the literature. Texts will be selected from a diverse group of authors and traditions. Please note: this is a sophomore-level college course, so some readings may contain adult language and subject matter. Students who are not prepared for college-level content should think carefully before continuing with the course.

Departmental Course Description and 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.

Prerequisite: English 1301 and English 1302

Student Learning Objectives: Upon successful completion of the course, the student should be able to (1) Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions; (2) Analyze literary works as expressions of individual or communal values within the historical, social, political, cultural, or religious contexts of different literary periods, including a focus on the life and times of the authors; (3) Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions; (4) Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities; (5) Apply critical thinking to the study of literature and to the writing of analytical essays; (6) Demonstrate competent application of the elements of the writing process, including expository, analytical, and argumentative writing, as developed in English 1301 and 1302; (7) Research and write accurately documented, critical papers over assigned readings in clear and grammatically correct prose.

Course work: This is a reading-intensive course. Students will not only read texts from around the world, but from a great number of historical periods. Students will consider texts in relation to the time in which they were written, the genre in which they represent, and their applicability to the present. Students be quizzed regularly,

both in weekly reading quizzes and in quizzes over supplementary material. Students will also respond to the texts and to issues raised by the texts in thoughtful, well-prepared, 2-3 page response papers. There will be two in-class exams. One will be a midterm exam given during week eight and the other will be given during final exam week. Each exam will cover approximately eight weeks of material. All exams will center on techniques of close examination, the ability to discuss works using intertextual examples, and overall comprehension.

Grading of Course work:

Response papers – see below for details

Four (4) Response papers (2-3 pages, 10% each)	40%
Quizzes (11 Video Quizzes and 15 Reading Quizzes)	40%
Final Exam (4-5 pages) – see below for details	20%

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 post copies in two separate places. Post a copy in the appropriate forum on the discussion board so that others can read and respond to your work. Also post a copy in the corresponding assignment app located under the appropriate section tab.

- 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 the syllabus and under the “Sample Response Papers” tab on Blackboard.
- Examples can be found under the “Sample Response Papers” tab on Blackboard.
- For each reading unit, there is an “Issues about” document on Blackboard that may provide insight on creating a Response Paper topic.
- Be sure to view these videos on Blackboard:
 - How to Interpret a Text
 - General MLA Formatting
 - How to Write a Response Paper

The response papers must be a minimum of 2-3 pages in length (500-750 words) and follow MLA guidelines. You will be given five opportunities to turn in a response paper, but only the scores for the best four will be used to calculate 40% of your final course grade. All submitted assignments may be processed through Turnitin.Com to verify originality.

Final Exam: The final exam will be in the form of a Critical Response Paper. The paper will be a four to five page research-supported, analytical essay (1000-1250 words) on a single text from the assigned readings. Your analysis should attempt to determine a larger significance related by the author of the text. Organize your paper as a persuasive argument, driven by an interesting and concise thesis and supported by evidence from the text. As a minimum, besides at least one quote from the text you are analyzing, you need to include quotes from at least one scholarly source. No quotes, however, should be included as part of the paper’s length requirement. Your paper should conform to MLA standards, although other styles such as Chicago or APA will be acceptable with prior confirmation. The final essay should be typed or computer generated papers with all text in Times New Roman, 12 point font and should have 1" margins on the sides, top, and bottom. Your name, section number, and date should be in the upper left (or right) hand corner of the first sheet, and your last name with the page number should appear on the top right of any remaining pages. Failure to conform to the above guidelines without prior approval from me may result in a reduction of credit for that assignment. Remember also that all submitted assignments may be processed through Turnitin.Com to verify originality.

Other Considerations and Requirements:

- The text selected cannot be one that you have written about earlier in a response paper.
- The analysis you present must be your own. A good analysis must be consistent within the critical framework or lens that you use to view the text.
- Your source must be scholarly and reliable. By and large, avoid “surfing the web” for material. Sources such as Wikipedia, Schmoop, Cliffnotes, Sparknotes, Enotes, or any of the countless other sites from the open web that promise literary analyses are not allowed as source material. Use the library databases for discovering suitable sources.
- Your analysis must convey some sense of importance or meaning to your readers. It is not sufficient, for example, to only discuss the satire and imagery of Jonathan Swift’s “A Modest Proposal.” How does the effect of such a satirical style impact the readers? What relevant message imbedded within the style should readers gain from the text?
- Since you should assume that the audience for your paper is already familiar with the text you are analyzing, there is no need to either retell the narrative or relate the biography of the author.
- You must have a Works Cited page as part of your essay, though it does not count as part of the essay length.

How to Contact me:

Office: Levelland Campus, CM 103d

Office Hours: Mondays and Wednesdays 11:00 a.m. to 12:00 p.m.
 Tuesdays and Thursdays 2:30 p.m. to 3:30 p.m.
 Fridays 9:00 a.m. to 12:00 p.m.

Other times by Appointment

Office Phone: 806-716-4030

Email: rbearwhite@gmail.com or rbearwhite@southplainscollege.edu

Blackboard Collaborate Sessions: Collaborate Sessions are voluntary, hour-long virtual meetings on Blackboard. These synchronous meetings through Blackboard Collaborate use a chatroom-like environment with options to include audio or video or both. Collaborate Sessions provide an ideal opportunity to meet with me and other students for in-depth discussions of the assigned texts, the Response Papers, or any other issues raised throughout the course. All three Collaborate sessions have been scheduled on Friday mornings. With an online course, choosing a time that would be convenient for everyone is simply impossible. I chose 9 a.m. on Friday as the time that would be available to the majority of the students.

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 in an Online Class: Regular engagement with the course materials and requirements is imperative for successful completion of this course. Since this is an online class, we will not meet in person. I still need to monitor your progress. Your 4th missed Assignment may result in being dropped from the class. However, it is your responsibility to drop the class if you are no longer able to meet the requirements.

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.

Online Etiquette: Netiquette is the etiquette used online. Remember, every post on Blackboard came from a living, breathing human being. Shared Assignments should be a positive exchange of ideas. If you disagree with someone's post, address why in an academic manner. Do not troll or flame your fellow students. Remember to treat people with the same respect as you would in person. Please don't use ALL CAPS; this is the same as yelling. Do not use extra-large font to make your point or font that is hard for people to read. Use standard spelling and grammar. Simply put – be polite.

Class Withdrawal: Most SPC internet students live within driving distance of South Plains College, so if they need to drop a class, it is easily accomplished in person. However, some students live in Houston, Dallas, out-of-state, or even overseas. In order to withdraw from an online course:

- First, check the academic calendar on the SPC home page to see when the last day is to drop.
- Then log in to MySPC, click on Admissions and Records, find Student Forms and Tools, and download and print the Student Initiated Drop Form.
- Fill out and sign the form and arrange for me (your instructor) or your advisor to sign it also.
- Then you can take the drop form to the SPC Registrar's Office at the Levelland, Reese, or Lubbock campus. Call 806-716-2187 or 806-716-2375 for more information.

If you are not able to come in person to one of the campuses, then you need to submit an email requesting to be dropped to either amorin@southplainscollege.edu or aruiz@southplainscollege.edu and they will work with you. The email should be from your SPC email account and should include a brief statement that you wish to drop and the reason you are unable to come to an SPC campus to accomplish that task. Include your name and the course and section you need to drop.

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.

English 2332 - Class Schedule

Fall 2019

All assignments are to be submitted on Blackboard before the date and time listed. It is highly recommended to complete work early to avoid late penalties. Email me if there are any issues with scheduling.

Ancient World

Week One – Monday 8/26 to Sunday 9/1

Watch Video: Introduction to Course

Post on Blackboard: Introduction to class: Post a message on the discussion board and tell a little bit about yourself and why you are taking this class. My introduction has already been posted.

Watch Videos: How to Interpret a Text
General MLA Formatting
How to Write a Response Paper

N.B. These three videos should be referenced throughout the class.

Read: “Egyptian Love Poems.” *Literary Explorations*, pages 5-9. All assigned readings can be found in the printed textbook, *Literary Explorations*. They can also be found on Blackboard as either individual textfiles or in the digital edition of *Literary Explorations*. Audio files for most texts can also be found on Blackboard.

Quiz: Reading Quiz #1 due by 11:59 p.m. Sunday 9/1

Week Two – Monday 9/2 to Sunday 9/8

Watch Video: “The Book of Genesis” & “The Book of Job”

It is recommended that Unit videos are watched prior to engaging in the readings. Be sure to also consider any optional readings in the “Notes To” sections.

Quiz: Video Quiz #1 due by 11:59 p.m. Sunday 9/8

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

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

Quiz: Reading Quiz #2 due by 11:59 p.m. Sunday 9/8

Week Three – Monday 9/9 to Sunday 9/15

Watch Video: *Oedipus The King*

Quiz: Video Quiz #2 due by 11:59 p.m. Sunday 9/15

Read: Sophocles, “Oedipus the King,” *Literary Explorations*, pages 126-173.

Quiz: Reading Quiz #3 due by 11:59 p.m. Sunday 9/15

Collaborate Session #1: Friday 9/13, 9:00 a.m. to 10:00 a.m. Collaborate Sessions are voluntary, hour-long virtual meetings on Blackboard. These synchronous meetings through Blackboard Collaborate use a chatroom-like environment with options to include audio or video or both. Collaborate Sessions provide an ideal opportunity to meet with me and other students for in-depth discussions of the assigned texts, the Response Papers, or any other issues raised throughout the course. See the full syllabus for more information.

Week Four– Monday 9/16 to Sunday 9/22

Watch Video: *Bhagavad Gita*

Quiz: Video Quiz #3 due by 11:59 p.m. Sunday 9/22

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

Quiz: Reading Quiz #4 due by 11:59 p.m. Sunday 9/22

Read: Issues to Consider #1 (On Blackboard)

Response Paper #1 due by 11:59 p.m. Sunday 9/22 Be sure to read the section on Response Papers in the introductory announcement on Blackboard and look at the sample Response Papers before you write and submit your response. Remember that Response papers need to be posted in two places on Blackboard: the associated assignment drop box and the discussion board. When you post your essay on the discussion board, take the time to read and consider responses from other students. You may choose to respond to either the “Egyptian Love Poems.” “The Book of

Genesis,” “The Book of Job,” *Oedipus the King*, or the *Bhagavad Gita*, but your response should only focus on one text.

Week Five – Monday 9/23 to Sunday 9/29

Watch Video: The Analects

Quiz: Video Quiz #4 due by 11:59 p.m. Sunday 9/29

Read: “Excerpts from the *Analects*,” *Literary Explorations*, pages 184-193.

Quiz: Reading Quiz #5 due by 11:59 p.m. Sunday 9/29

Read: How to review Response Paper Comments

Middle Ages

Week Six – Monday 9/30 to Sunday 10/6

Watch Video: Beowulf

Quiz: Video Quiz #5 due by 11:59 p.m. Sunday 10/6

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

Quiz: Reading Quiz #6 due by 11:59 p.m. Sunday 10/6

Week Seven – Monday 10/7 to Sunday 10/13

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

Quiz: Reading Quiz #7 due by 11:59 p.m. Sunday 10/13

Read: Issues to Consider #2 (On Blackboard)

Response Paper #2 due by 11:59 p.m. Sunday 10/13 Before you write your second Response Paper, it would be a good idea to read my comments on your submitted, first response paper.

You may choose to respond to either the excerpts from the *Analects*, or *Beowulf*, but not both.

Week Eight – Monday 10/14 to Sunday 10/20

Watch Video: The Lays of Marie de France

Quiz: Video Quiz #6 due by 11:59 p.m. Sunday 10/20

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

Quiz: Reading Quiz #8 due by 11:59 p.m. Sunday 10/20

Collaborate Session #2: Friday 10/18, 9:00 a.m. to 10:00 a.m.

Week Nine – Monday 10/21 to Sunday 10/27

Watch Video: Sir Gawain and the Green Knight

Quiz: Video Quiz #7 due by 11:59 p.m. Sunday 10/27

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

Quiz: Reading Quiz #9 due by 11:59 p.m. Sunday 10/27

Renaissance

Week Ten – Monday 10/28 to Sunday 11/3

Watch Video: “Excerpts from *The Prince*”

Quiz: Video Quiz #8 due by 11:59 p.m. Sunday 11/3

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

Quiz: Reading Quiz #10 due by 11:59 p.m. Sunday 11/3

Read: Issues to Consider #3 (On Blackboard)

Response Paper #3 due by 11:59 p.m. Sunday 11/3 For this Response Paper you will need to focus on the “Lais” of Marie de France, “Sir Gawain and the Green Knight,” or “Excerpts from *The Prince*”

Week Eleven – Monday 11/4 to Sunday 11/10

Watch Video: Don Quixote

Quiz: Video Quiz #9 due by 11:59 p.m. Sunday 11/10

Read: Cervantes, “Excerpts from *Don Quixote*,” *Literary Explorations*, pages 511-561.

Quiz: Reading Quiz #11 due by 11:59 p.m. Sunday 11/10

Week Twelve – Monday 11/11 to Sunday 11/17

Read: Cervantes, “Excerpts from *Don Quixote*,” *Literary Explorations*, pages 562-610.

Quiz: Reading Quiz #12 due by 11:59 p.m. Sunday 11/17

Week Thirteen – Monday 11/18 to Sunday 11/24

Watch Video: Paradise Lost

Quiz: Video Quiz #10 due by 11:59 p.m. Sunday 11/24

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

Quiz: Reading Quiz #13 due by 11:59 p.m. Sunday 11/24

Read: Issues to Consider #4 (On Blackboard)

Response Paper #4 due by 11:59 p.m. Sunday 11/24 You may focus on either “Excerpts from *Don Quixote*,” or “Paradise Lost.”

Collaborate Session #3: Friday 11/22, 9:00 a.m. to 10:00 a.m.

Week Fourteen – Monday 11/25 to Sunday 12/1

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

Watch Video: Henry V

Quiz: Video Quiz #11 due by 11:59 p.m. Sunday 12/1

Read: Shakespeare, “Henry V,” *Literary Explorations*, pages 409-459.

Quiz: Reading Quiz #14 due by 11:59 p.m. Sunday 12/1

Week Fifteen – Monday 12/2 to Sunday 12/8

Read: Shakespeare, “Henry V,” *Literary Explorations*, pages 460-510

Quiz: Reading Quiz #15 due by 11:59 p.m. Sunday 12/8

Read: Issues to Consider #5 (On Blackboard)

Response Paper #5 due by 11:59 p.m. Sunday 12/8 The fifth Response Paper should focus on a issue from either “Paradise Lost,” or “Henry V.”

Final Exam: Critical Response paper due by 11:59 p.m. Sunday 12/8 The final exam will be in the form of a Critical Response Paper. The paper will be a four to five page research-supported, analytical essay (1000-1250 words) on a single text from the assigned readings. Your analysis should attempt to determine a larger significance related by the author of the text. Organize your paper as a persuasive argument, driven by an interesting and concise thesis and supported by evidence from the text. As a minimum, besides at least one quote from the text you are analyzing, you need to include quotes from at least one scholarly source. No quotes, however, should be included as part of the paper’s length requirement. Your paper should conform to MLA standards, although other styles such as Chicago or APA will be acceptable with prior confirmation. The final essay should be typed or computer generated papers with all text in Times New Roman, 12 point font and should have 1" margins on the sides, top, and bottom. Your name, section number, and date should be in the upper left (or right) hand corner of the first sheet, and your last name with the page number should appear on the top right of any remaining pages. Failure to conform to the above guidelines without prior approval from me may result in a reduction of credit for that assignment. Remember also that all submitted assignments may be processed through Turnitin.Com to verify originality.

Other Considerations and Requirements:

—The text selected cannot be one that you have written about earlier in a response paper.

—The analysis you present must be your own. A good analysis must be consistent within the critical framework or lens that you use to view the text.

—Your source must be scholarly and reliable. By and large, avoid “surfing the web” for material. Sources such as Wikipedia, Schmoop, Cliffnotes, Sparknotes, Enotes, or any of the countless other sites from the open web that promise literary analyses are not allowed as source material. Use the library databases for discovering suitable sources.

—Your analysis must convey some sense of importance or meaning to your readers. It is not sufficient, for example, to only discuss the satire and imagery of Jonathan Swift’s “A Modest Proposal.” How does the effect of such a satirical style impact the readers? What relevant message imbedded within the style should readers gain from the text?

—Since you should assume that the audience for your paper is already familiar with the text you are analyzing, there is no need to either retell the narrative or relate the biography of the author.

—You must have a Works Cited page as part of your essay, though it does not count as part of the essay length.