

# English 2333.452 – World Literature II

Spring 2017

Dr. Roy Bearden-White / Department of English  
Internet Dual-Credit

## **Required Texts and Resources:**

There are **no** required texts for this course. All readings will be provided through Blackboard. Students must have access to a computer with printer and Internet access.

**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:** English 2333 introduces students to some of the great works of literature that helped shaped modern culture and thought and picks up where English 2332 left off, from the Renaissance through the 20th Century. 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 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:** This course is a study of selected masterpieces of world literature written since the Renaissance. Students will read numerous works of 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.

**Prerequisite:** English 1301 and English 1302

**Student Learning Objectives:** Upon successful completion of the course, the 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

**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:** The first exam (either as an in-class test or as a paper) accounts for 30% of the grade; the final Exam is also 30%; and the remaining 40% of the grade will be determined by the best product of in-class reading quizzes and class discussion.

50%	Six Response papers (2-3 pages, best six out of nine) – see below for details
15%	Reading Quizzes (13 quizzes)
15%	Video Quizzes (9 quizzes)
20%	Exams:
	Midterm Exam – (10%)
	Final Exam – (10%)

**Response Papers:** Each written response will allow you to pursue and consider questions or issues raised within one of the texts or with an aspect of the culture surrounding the text. 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. Each response must be 2-3 pages in length (500-750 words) and follow MLA guidelines. According to the class schedule, you will have nine opportunities to post a response paper, but only the best six will be used for your grade. Each response should be posted on the appropriate discussion forum on Blackboard so that other students may read and comment on your response as well. The grading rubric for the response papers, along with example papers, can be found on Blackboard.

The response papers will comprise 50% of your final course grade. All submitted assignments may be processed through Turnitin.Com to verify originality.

**Exams:** There will be a midterm exam and a final exam. The exams are not cumulative. All exams will center on techniques of close examination, the ability to discuss works using intertextual examples, and overall comprehension. For each exam, there will be two 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 a 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.

#### **How to Contact me:**

Office: Levelland Campus, CM 103d

<u>Office Hours:</u> Mondays and Wednesdays:	11:00 a.m. to 12:00 p.m.
Tuesdays and Thursdays:	9:00 a.m. to 11:00 a.m.
Fridays (1/20, 2/10, 3/3, 3/31, 4/21)	9:00 a.m. to 12:00 p.m.
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.

**Optional Reading Material and Extra Credit:** The optional reading material is just that—optional. This material is provided for those who wish to explore certain topics in greater depth. In some cases, the optional material highlights important ideas, theories, or texts which we will not have time to cover during class. For each of the exams, extra credit questions will be given which are based upon the optional readings.

**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 4<sup>th</sup> 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.

**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 2333 - Class Schedule

## Spring 2017

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.

### Week One – Tuesday 1/17 to Monday 1/23

#### **Age of Enlightenment (Britain)**

**Read:** Swift, Jonathan. "A Modest Proposal." 1729.

**Watch Video:** Introduction to Course

### Week Two – Tuesday 1/24 to Sunday 1/29

**Read:** Locke, John. Excerpts from *An Essay Concerning Human Understanding*. 1689.

**Read:** Pope, Alexander. Excerpts from Essay on Man. 1734.

**Watch Video:** Age of Enlightenment and Literary Eras

**Quiz:** Video Quiz #1 due by 12:00 p.m. Monday 1/30

### Week Three – Monday 1/30 to Sunday 2/5

**Read:** Johnson, Samuel. Essay Number 36 from *The Idler*. 1758.

**Response Paper #1** due by 12:00 p.m. Thursday 2/2

#### **Gothic (America)**

**Watch Video:** Gothic and the Sublime

**Quiz:** Video Quiz #2 due by 12:00 p.m. Monday 2/26

**Read:** Brown, Charles Brockden. *Weiland; or, The Transformation*. 1798.

**Quiz:** Reading Quiz #1 due by 12:00 p.m. Monday 2/6

### Week Four – Monday 2/6 to Sunday 2/12

**Read:** Brown, Charles Brockden. *Weiland; or, The Transformation*. 1798.

**Quiz:** Reading Quiz #2 due by 12:00 p.m. Monday 2/13

### Week Five – Monday 2/13 to Sunday 2/19

**Read:** Brown, Charles Brockden. *Weiland; or, The Transformation*. 1798.

**Response Paper #2** due by 12:00 p.m. Thursday 2/9

#### **Existentialism (Russia)**

**Watch Video:** The Individual and Society

**Quiz:** Video Quiz #3 due by 12:00 p.m. Monday 2/20

**Read:** Dostoyevski, Fyodor. *Notes from Underground*. 1864

**Quiz:** Reading Quiz #3 due by 12:00 p.m. Monday 2/20

### Week Six – Monday 2/20 to Sunday 2/26

**Read:** Dostoyevski, Fyodor. *Notes from Underground*. 1864

**Quiz:** Reading Quiz #4 due by 12:00 p.m. Monday 2/27

### Week Seven – Monday 2/27 to Sunday 3/5

**Read:** Dostoyevski, Fyodor. *Notes from Underground*. 1864

**Response Paper #3** due by 12:00 p.m. Thursday 3/2

#### **Pragmatism (America)**

**Watch Video:** Is it Raining Outside?

**Quiz:** Video Quiz #4 due by 12:00 p.m. Monday 3/6

**Read:** Carnegie, Andrew. "Wealth." 1889

**Quiz:** Reading Quiz #5 due by 12:00 p.m. Monday 3/6

### Week Eight – Monday 3/6 to Sunday 3/12

**Read:** Jane Addams – Twenty Years at Hull House (Excerpts)

**Read:** Jones, Mary Harris. *The Autobiography of Mother Jones*. 1925.

**Quiz:** Reading Quiz #6 due by 12:00 p.m. Monday 3/13

**Exam:** Midterm Exam due by 12:00 p.m. Monday 3/13

**Spring Break – Monday 3/13 to Sunday 3/19**

**No Assignments Due (although reading may be beneficial)**

**Week Nine – Monday 3/20 to Sunday 3/26**

**Response Paper #4** due by 12:00 p.m. Thursday 3/23

**Realism (Norway)**

**Watch Video: Reality Isn't Pretty**

**Quiz:** Video Quiz #5 due by 12:00 p.m. Monday 3/27

**Read:** Ibsen, Henrik. *A Doll's House*. 1879

**Quiz:** Reading Quiz #7 due by 12:00 p.m. Monday 3/27

**Week Ten – Monday 3/27 to Sunday 4/2**

**Response Paper #5** due by 12:00 p.m. Thursday 3/30

**Surrealism (France)**

**Watch Video: A Disorganization of the Senses**

**Quiz:** Video Quiz #6 due by 12:00 p.m. Monday 4/3

**Read:** Baudelaire – The Flowers of Evil

**Read:** Andre Breton Manifesto

**Quiz:** Reading Quiz #8 due by 12:00 p.m. Monday 4/3

**Week Eleven – Monday 4/3 to Sunday 4/9**

**Read:** Rimbaud – A Season in Hell

**Response Paper #6** due by 12:00 p.m. Thursday 4/6

**Regionalism (Scotland)**

**Watch Video: The Ground I Stand On**

**Quiz:** Video Quiz #8 due by 12:00 p.m. Monday 4/10

**Read:** Robert Burns – selected poetry incl. Tam O'Shanter

**Quiz:** Reading Quiz #9 due by 12:00 p.m. Monday 4/10

**Week Twelve – Monday 4/10 to Sunday 4/16**

**Read:** Barrie, J.M. Excerpts from *Auld Licht Idyls*. 1896.

**Read:** Buchan, John. Excerpts from *The Watcher by the Threshold*. 1902.

**Quiz:** Reading Quiz #10 due by 12:00 p.m. Monday 4/17

**Week Thirteen – Monday 4/17 to Sunday 4/23**

**Response Paper #7** due by 12:00 p.m. Thursday 4/20

**Modernism (Britain)**

**Watch Video: Fin de siècle**

**Quiz:** Video Quiz #8 due by 12:00 p.m. Monday 4/24

**Read:** Conrad, Joseph. *Heart of Darkness*. 1902.

**Quiz:** Reading Quiz #11 due by 12:00 p.m. Monday 4/24

**Week Fourteen – Monday 4/24 to Sunday 4/30**

**Read:** Conrad, Joseph. *Heart of Darkness*. 1902.

**Response Paper #8** due by 12:00 p.m. Thursday 4/27

**Postcolonialism (Africa)**

**Watch Video: End of Empire**

**Quiz:** Video Quiz #9 due by 12:00 p.m. Monday 5/1

**Read:** Tutuola, Amos. *The Palm Wine Drinkard*. 1952.

**Quiz:** Reading Quiz #12 due by 12:00 p.m. Monday 5/1

**Week Fifteen – Monday 5/1 to Sunday 5/7**

**Read:** Tutuola, Amos. *The Palm Wine Drinkard*. 1952.

**Response Paper #9** due by 12:00 p.m. Thursday 5/4

**Quiz:** Reading Quiz #13 due by 12:00 p.m. Monday 5/8

**Exam:** Final Exam due by 12:00 p.m. Monday 5/8