

English 2332-001 – World Literature I

Summer 2019

Dr. Roy Bearden-White / Department of English

MTWF 10:00 a.m. to 11:55 a.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.

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 will 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 a final exam in the form of a Critical Response paper (4-5 pages).

Grading of Course work:

Response papers – see below for details	
Four (4) Response papers (2-3 pages, 10% each)	40%
Quizzes (Five quizzes at 8% each)	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.

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 poem 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 sources. 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 poem 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. 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 pastoral style and imagery of Robert Frost’s “Stopping By Woods.” How does the effect of such a poetic style impact the readers? What relevant message imbedded within the style should readers gain from the poem?

- Since you should assume that the audience for your paper is already familiar with the poem you are analyzing, there is no need to either retell the poem 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: CM 103d

Office Hours: To be announced

Other times by Appointment

Office Phone: 806-716-4030

Email: rbeardenwhite@gmail.com or 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: According to the *South Plains College General Catalog*, “Punctual and regular class attendance is required of all students attending South Plains College. There are no excused absences. Students are responsible for all class work covered during absences. Any student who misses two consecutive weeks will be dropped from the class. Anytime absences become excessive, and, in the instructor’s opinion, minimum course objectives cannot be met, students may be dropped.” 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.

Absence Policy: 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 will 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. Students should consult the *South Plains College General Catalog* on pp. 20-22 for the college’s detailed policy on class attendance and drops & withdrawals. Students have their own responsibility for dropping a class for too many absences or too much missed work.

- If you are absent, you are still required to complete the assigned work by the indicated due date.
- Students involved in school-sponsored activities need to show me their documentation from the appropriate coach/sponsor before they are absent from class. Students will make arrangements at that time for completing any in-class assignments they may miss.
- I expect you to be on time to class. Tardiness is disrespectful of your classmates and of me. I take attendance at the beginning of class. If you arrive late to class, you may inform me of the fact at the end of class, so I can change your absence to a tardy. If you are 10 or more minutes late to class, you remain marked absent for the day. Three tardies equal one absence.
- If you leave class before you have been dismissed, you will be counted absent.
- Ultimately, your attendance is your responsibility.

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).

Student Code of Conduct Policy: Any successful learning experience requires mutual respect on the part of the student and the instructor. Neither instructor nor student should be subject to others' behavior that is rude, disruptive, intimidating, aggressive, or demeaning. Student conduct that disrupts the learning process or is deemed disrespectful or threatening shall not be tolerated and may lead to disciplinary action and/or removal from class.

Plagiarism and Cheating: Students are expected to do their own work on all projects, quizzes, assignments, and papers. Failure to comply with this policy will result in an F for the assignment and can result in an F for the course if circumstances warrant it.

Plagiarism violations include, but are not limited to, the following:

1. Turning in a paper that has been purchased, borrowed, or downloaded from another student, an online term paper site, or a mail order term paper mill;
2. Cutting and pasting together information from books, articles, other papers, or online sites without providing proper documentation;
3. Using direct quotations (three or more words) from a source without showing them to be direct quotations and citing them; or
4. Giving an in-text citation only at the end of a paragraph.

Cheating violations include, but are not limited to, the following:

1. Obtaining an examination by stealing or collusion;
2. Discovering the content of an examination before it is given;
3. Using an unauthorized source of information (notes, textbook, text messaging, internet) during an examination, quiz, or homework assignment;
4. Entering an office or building to obtain unfair advantage;
5. Taking an examination for another;
6. Altering grade records; or
7. Copying another's work during an examination or on a homework assignment.

Disability Statement: 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 Office) 806-716-2577, Reese Center (Building 8) 806-716-4675, or Plainview Center (Main Office) 806-716-4302 or 806-296-9611.

Discrimination Policy: The instructor will do his or her best not to discriminate on the basis of age, color, disability, ethnic background, gender, national origin, race, religion, sexual orientation, or veteran status.

Diversity Policy: In this class, the instructor will endeavor 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 participants to learn about others, about the larger world, and about themselves.

Campus Concealed Carry: South Plains College permits the lawful carry of concealed handguns in accordance with Texas state law and Texas Senate Bill 11. Individuals possessing a valid License to Carry permit, or the formerly issued Concealed Handgun License, may carry a concealed handgun at all campus locations except for the Natatorium. For a complete list of campus carry exclusions zones by event, please visit <http://www.southplainscollege.edu/campuscarry.php>

Closed Door: The door to the classroom will be closed and locked shortly after each class session begins. This policy is intended solely as a safety precaution in case of a campus crisis. If you are late, simply knock and I, or another student, will let you in.

Note: The instructor reserves the right to modify the course syllabus and policies, as well as notify students of any changes, at any point during the semester.

English 2332 - Class Schedule

Summer I 2018

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, 4th 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 6/3

In Class: Introduction to class

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

Tuesday 6/4

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

Wednesday 6/5

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

Thursday 6/6

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

Week Two

Monday 6/10

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

Response Paper #1

Tuesday 6/11

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

Wednesday 6/12

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

Thursday 6/13

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

Week Three

Monday 6/17

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

Response Paper #2

Tuesday 6/18

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

Wednesday 6/19

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

Thursday 6/20

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

Week Four

Monday 6/24

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

Response Paper #3

Tuesday 6/25

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

Wednesday 6/26

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

Thursday 6/27

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

Week Five

Monday 7/1

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

Response Paper #4

Tuesday 7/2

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

Wednesday 7/3

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

Thursday 7/4

No Class: Holiday

Week Six

Monday 7/8

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

Response Paper #5

In Class: Review

Tuesday 7/9

Final Exam