

# English 2332 – World Literature I

Fall 2017

Dr. Roy Bearden-White / Department of English

ENGL 2332.152

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.

**Departmental 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.

**Course 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:** ENGL 1302

**This course satisfies a Core Curriculum Requirement:** Yes—Language, Philosophy, and Culture Foundational Component Area

## Core Curriculum 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
- **Social Responsibility**—to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
- **Personal Responsibility**—to include the ability to connect choices, actions, and consequences to ethical decision-making.

**Student Learning Outcomes:** Upon successful completion of this course students 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.

### How to Contact me:

Office: Levelland Campus, CM 103d

Office Hours: Mondays and Wednesdays: 9:00 a.m. to 11:00 a.m.  
 Tuesdays and Thursdays 9:00 a.m. to 9:30 a.m.  
 Fridays: 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)

**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

|   |     |
|---|-----|
| Six (6) Response papers (2-3 pages)         | 50% |
| One (1) Critical Response paper (4-5 pages) | 20% |
| Reading Quizzes (13 quizzes)                | 15% |
| Video Quizzes (9 quizzes)                   | 15% |

**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 **seven** 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. All submitted assignments may be processed through Turnitin.Com to verify originality.

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 4-5 pages in length (1000-1250 words), must include substantiating evidence with at least one quote with appropriate citation framework from at least one academic source, and follow MLA guidelines.

**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 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.

**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.

**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.

**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.

**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.

**Campus Concealed Carry syllabus statement:** Campus Concealed Carry - Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in South Plains College

buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the SPC policy at: ([http://www.southplainscollege.edu/human\\_resources/policy\\_procedure/hhc.php](http://www.southplainscollege.edu/human_resources/policy_procedure/hhc.php)) Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at 806-716-2396 or 9-1-1.

**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

## Fall 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.

### Ancient World

#### Week One – Monday 8/28 to Sunday 9/3

**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 Video:** How to Interpret a Text

**Read:** “Egyptian Love Poems.” *Literary Explorations*, pages 5-9. All assigned readings can 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 9/3

#### Week Two – Monday 9/4 to Sunday 9/10

**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 9/10

**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 9/10

#### Week Three – Monday 9/11 to Sunday 9/17

**Watch Video:** Oedipus The King

**Quiz:** Video Quiz #2 due by 11:59 p.m. Sunday 9/17

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

**Quiz:** Reading Quiz #3 due by 11:59 p.m. Sunday 9/17

**Response Paper #1** due by 11:59 p.m. Sunday 9/17 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 response from other students. You may choose to respond to either the “Egyptian Love Poems.” “The Book of Genesis,” “The Book of Job,” or “Oedipus the King,” but your response should only focus on one text.

#### Week Four – Monday 9/18 to Sunday 9/24

**Watch Video:** Bhagavad Gita

**Quiz:** Video Quiz #3 due by 11:59 p.m. Sunday 9/24

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

**Quiz:** Reading Quiz #4 due by 11:59 p.m. Sunday 9/24

### **Week Five – Monday 9/25 to Sunday 10/1**

**Watch Video:** The Analects

**Quiz:** Video Quiz #4 due by 11:59 p.m. Sunday 10/1

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

**Quiz:** Reading Quiz #5 due by 11:59 p.m. Sunday 10/1

**Response Paper #2** due by 11:59 p.m. Sunday 10/1 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 “Bhagavad Gita” or the “Analects,” but not both

## **Middle Ages**

### **Week Six – Monday 10/2 to Sunday 10/8**

**Watch Video:** Beowulf

**Quiz:** Video Quiz #5 due by 11:59 p.m. Sunday 10/8

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

**Quiz:** Reading Quiz #6 due by 11:59 p.m. Sunday 10/8

### **Week Seven – Monday 10/9 to Sunday 10/15**

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

**Quiz:** Reading Quiz #7 due by 11:59 p.m. Sunday 10/15

**Response Paper #3** due by 11:59 p.m. Sunday 10/15 For this Response Paper you will need to focus on and respond to an issue from “Beowulf.”

### **Week Eight – Monday 10/16 to Sunday 10/22**

**Watch Video:** The Lays of Marie de France

**Quiz:** Video Quiz #6 due by 11:59 p.m. Sunday 10/22

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

**Quiz:** Reading Quiz #8 due by 11:59 p.m. Sunday 11/22

### **Week Nine – Monday 10/23 to Sunday 10/29**

**Watch Video:** Sir Gawain and the Green Knight

**Quiz:** Video Quiz #7 due by 11:59 p.m. Sunday 10/29

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

**Quiz:** Reading Quiz #9 due by 11:59 p.m. Sunday 10/29

**Response Paper #4** due by 11:59 p.m. Sunday 10/29 You may focus on either the “Lais” of Marie de France or “Sir Gawain and the Green Knight” for this Response Paper.

## **Renaissance**

### **Week Ten – Monday 10/30 to Sunday 11/5**

**Watch Video:** The Prince

**Quiz:** Video Quiz #8 due by 11:59 p.m. Sunday 11/5

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

**Quiz:** Reading Quiz #10 due by 11:59 p.m. Sunday 11/5

### **Week Eleven – Monday 11/6 to Sunday 11/12**

**Watch Video:** Don Quixote

**Quiz:** Video Quiz #9 due by 11:59 p.m. Sunday 11/12

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

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

**Response Paper #5** due by 11:59 p.m. Sunday 11/12 For the fifth Response Paper, choose to respond to an issue from either “The Prince” or “Don Quixote.”

**Week Twelve – Monday 11/13 to Sunday 11/19**

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

**Quiz:** Reading Quiz #12 due by 11:59 p.m. Sunday 11/19

**Week Thirteen – Monday 11/20 to Sunday 11/26**

**Watch Video:** Paradise Lost

**Quiz:** Video Quiz #10 due by 11:59 p.m. Sunday 11/26

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

**Quiz:** Reading Quiz #13 due by 11:59 p.m. Sunday 11/26

**Response Paper #6** due by 11:59 p.m. Sunday 11/26 You may center your Response Paper to an issue from either “Don Quixote” or “Paradise Lost”

**Week Fourteen – Monday 11/27 to Sunday 12/3**

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

**Watch Video:** Henry V

**Quiz:** Video Quiz #11 due by 11:59 p.m. Sunday 12/3

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

**Quiz:** Reading Quiz #14 due by 11:59 p.m. Sunday 12/3

**Week Fifteen – Monday 12/4 to Sunday 12/10**

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

**Quiz:** Reading Quiz #15 due by 11:59 p.m. Sunday 12/10

**Response Paper #7** due by 11:59 p.m. Sunday 12/10 The seventh 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 12/10