

Angelina College
Liberal Arts Division
English 2332 World Literature I
Instructional Syllabus

08/24/2016

I. BASIC COURSE INFORMATION:

A. English 2332. World Literature I. Three hours credit. A survey of world literature from the ancient world through the sixteenth century. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from a diverse group of authors and traditions. Prerequisite English 1301. Confirm with the selected four-year institution to determine if both English 1301 and 1302 are required for transfer. Three lecture hours per week.

B. Intended Audience: Students who have completed English 1302 or its equivalent successfully.

C. Instructor: Edith Miller

Office Location: L103C

Office Phone: 936-633-5336

Office Hours: See the Class Schedule or the Announcement in Blackboard.

E-mail Address: emiller@angelina.edu

Liberal Arts Office in the Liberal Arts Building office: 936-633-3275

II. STATEMENT OF PURPOSE

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives:

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Personal Responsibility** – to include the ability to connect choices, actions and consequences to ethical decision-making
- **Social Responsibility** – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities

Learning Outcomes:

- 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.
- Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.
- Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.
- Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.
- Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

III. ASSESSMENT MEASURES

A. Assessments for the Core Objectives:

- 1. Critical Thinking:** Students will read expository prose critically to distinguish between perception and inference, surface and implied meanings, fact and opinion. Students will formulate and develop arguments and critical theories about issues, argumentative prose, and literary interpretations. A rubric will be used to assess critical thinking skills as demonstrated through embedded questions on standardized exams.
- 2. Communication:** Students will write researched essays and other written compositions. Students will prepare visual aids to use in oral presentations over literary works being studied. A rubric will be used to assess the effective development, interpretation and expression of written, oral, and visual communication as demonstrated through embedded questions on standardized exams.
- 3. Social Responsibility:** Students will develop intercultural competence, knowledge of civic

responsibility and the ability to engage effectively in regional, national, and global communities through the study of literature. A rubric will be used to assess social responsibility as demonstrated through embedded questions on standardized exams.

- 4. Personal Responsibility:** Students will be required to make choices in the composition of written assignments that demonstrate their ability to connect choices and actions, engage in ethical decision-making, and understand its consequences. A rubric will be used to assess personal responsibility as demonstrated through embedded questions on standardized exams.

B. Assessments for Course Learning Outcomes

1. Students will demonstrate the ability to 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 by preparing researched writing assignments which examine these.
2. Students will demonstrate the capability to analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods by composed researched writing assignments.
3. Students will demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions by preparing written assignments which address these.
4. Students will be able to articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities and demonstrate this ability through the composition of written assignments.
5. Students will demonstrate the ability to write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature by composing a literary research paper.

IV. **INSTRUCTIONAL PROCEDURES:**

A. Methodologies common to all sections:

Methodologies that may be utilized in presenting course content include in class or online lecture notes, paper and pencil or online research exercises which give immediate feedback, in person or email workshops for student works in progress, audio-visual presentations for view in class or outside of class, online discussions (synchronous or asynchronous), student presentations to groups or to instructor only, and guest participants.

B. Methodologies determined by the instructor

Course of Study with Methodology Explained:

Summary of Grades:	Test over Hebrew Material	= 100 points
	Test over Mythology	= 100 points
	Test over Homer	= 100 points
	Test over Greek Drama/Plato	= 100 points
	Test over Virgil and the <i>Aeneid</i>	= 100 points
	Test over Dante and the <i>Inferno</i>	= 100 points
	Summaries/Synthesis	= 100 points
	Daily Points	= 100 points

Total Number of possible points equals 800 and

A = 720+ points

B = 640 to 719 points

C = 560 to 639 points

D = 480 to 559 points

F = 479 or fewer points

V. COURSE REQUIREMENTS AND POLICIES:

A. Required Textbooks, Materials, and Equipment –

Access to a computer THAT CAN BE HARDWIRED TO THE INTERNET for test taking.

The Norton Anthology of World Masterpieces, 5th Continental ed. Ed. Maynard Mack *et al.*



To access Blackboard, do the following:

Go to www.angelina.edu and then click on Blackboard. Notice the directions for determining your username and password are on this screen. Then “log in.” For your Blackboard User Name, use the first 3 digits of your student ID number, the initial of your first name, your last name, all lower case with no space. For your password, use the entire student ID number. Once you log on to Blackboard, you will see my course listed. If you are taking another Hybrid, Internet, or Traditional course utilizing Blackboard this semester, it will be listed as well. Click on this course: English 2332 World Literature I. The screen defaults to the Announcement page. On the course list on the left hand side of the screen, you will find Information. The syllabus and the class schedule as well as class orientation may be found under Information. All other class handouts will be found under Course Content. Click on the Syllabus or the Class Schedule to make sure that you can read the file. I put everything on-line as an .rtf and will require that everything submitted to me online be submitted as an .rtf, a doc. or a docx. **If you use Works, you have to save as an rtf for me to be able to open your paper. If you are using a Mac, please submit work as a doc. Later versions of Word on Mac do not seem to preserve the MLA formatting when files are submitted. RTF’s on a Mac do not preserve MLA formatting. If you cannot read the file for the syllabus or for the class schedule under Information, then you have compatibility issues already. Email me for help getting assistance. I do not accept pdfs of papers for grading. Do not use Google Docs. You may be able to upload a Word document to Google Docs, but you won’t be able to download it into Word with formatting preserved.**

B. Assignments –

For a description of assignments, see sec. IV B. For the due dates, see the Class Schedule. For specific assignments, see the files under course content or the assignment drop boxes that give directions for the specific assignments.

Order of material we will cover:

Hebrew Literature (p. 1-63): We will cover parts of Genesis and Exodus, the Book of Job, and a few Psalms.

Mythology (online): We will use online material to learn to identify and recognize the essential gods, goddesses, and myths that will help us understand the rest of the material for this course.

Homer (p. 64-172): We will look at the tradition of epic poetry and then read selections from *The Iliad* and a summary of *The Odyssey*.

Sophocles (p. 306-58): We will look at the historical development of the Greek theater and will focus on *Oedipus Rex* with mention of two other plays of the Theban saga: *Antigone* and *Oedipus at Colonus*. We will also briefly focus on *Medea*.

Plato (p. 431-58): We will focus on *The Apology of Socrates*, *The Phaedo*, and the influence of Greek philosophy.

Virgil (p. 470-547): We will focus on his importance as a Latin poet, his influence on later poets, and in particular read *The Aeneid*.

Dante (p. 649-51, 752-958): Often considered the greatest writer in Western Civilization, we will focus on his life, the politics of Italy at the time, and his work *The Divine Comedy* with emphasis on *The Inferno* with an overview of the structure of *Purgatory* and of *Paradise*.

Summary/Synthesis: With emphasis on Critical Thinking, I will provide essays associated with major works. You will choose three to summarize and then will write a synthesis (a comparative analysis of the 3 essays) that will demonstrate your ability to think critically. I will have complete and detailed instructions in a later assignment sheet.

Daily Points: I will offer all sorts of assignments for daily points. Sometimes you earn points merely by answering questions after watching an online video, by participating in a group discussion on Blackboard, sometimes by answering a question submitted online, sometimes by finding information online and sending me a link to it, sometimes for taking quizzes online in Blackboard. The maximum grade will be 100 daily points, but many more points than 100 will be offered. For daily points, then, you have options.

C. Course Policies – (This course conforms to the policies of Angelina College as stated in the Angelina College Handbook.)

Academic Assistance – If you have a disability (as cited in Section 504 of the Rehabilitation Act of 1973 or Title II of the Americans with Disabilities Act of 1990) that may affect your participation in this class, you should see Sellestine Hunt Associate Dean of Student Services, Student Center, Room 200. **At a post-secondary institution, you must self-identify as a person with a disability;** Ms. Hunt will assist you with the necessary information to do so. To report any complaints of discrimination related to disability, you should contact Mr. Steve Hudman, Dean of Student Affairs, in Student Center, Room 101, [\(936\) 633-5292](tel:9366335292) or by email shudman@angelina.edu.

Attendance – From the Angelina College Policy Manual:

Students are required to attend all lecture classes regularly and punctually. Responsibility for work missed because of illness or extracurricular activity is placed upon the student.

A true evaluation of the teaching-learning situation involves a correlation between attendance and progress. It is the responsibility of the student to attend all classes and a record of attendance will be kept for all classes by the instructor.

It is the responsibility of the student to withdraw officially in the College District admissions and registrar's office from a class the student no longer desires to attend.

College District instructional standards allow the instructor to set the educational objectives and requirements for each course. The student who does not meet these requirements because of excessive absences may be dropped by the instructor on a notice to the College District admissions office using either a first or second drop slip. The position of the instructor on submitting a non-attendance drop should be stated in the course syllabus.

Excessive absences are defined as three or more consecutive absences or four or more cumulative absences from regularly scheduled class periods. **The summer terms call for two or more consecutive, or**

three or more cumulative absences. A three-hour night class counts as two class periods.

Students will not be dropped and will be allowed to make up work for absences because of (1) College District authorized and sponsored activities, and (2) religious holy days. It is the student's responsibility to arrange for make-up work with the instructor and to complete it within a reasonable time.

In accordance with the Texas Education Code, each student is allowed to be absent from a class for the observance of a religious holy day. A "religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code. The student must notify the instructor of each class of the anticipated absence not later than the 15th calendar day after the first day of the semester. A student who is excused under this section must complete all assignments or missed examinations at the direction of the instructor.

The form for notification of absences is in the office of admissions and will include the following:

1. Student name and identification number;
2. Name of religious institution and tax code number;
3. Name and date of holy day(s);
4. Classes to be missed;
5. Schedule for delivery of form by student to instructor(s);
6. Conditions and deadlines for completing missed assignments;
7. Instructor's signature and date; and
8. Student's signature and date.

A student dropped because of excessive absences will be notified by mail by the College District admissions office and will be directed to obtain a readmit form and seek the approval of the instructor for admission. All students in developmental education must obtain approval of the instructor and the vice president and the dean of instruction.

A student who fails to contact the College District admissions office within one week of the date the notice was mailed will be dropped permanently from class.

Angelina College (AC) admits students without regard to race, color, religion, national origin, sex, disability, or age. Inquiries regarding the non-discrimination policies of AC should be directed to: Mr. Steve Hudman, Dean of Student Affairs, in Student Center, Room 101, [\(936\) 633-5292](tel:9366335292) or by email shudman@angelina.edu.

All make-up work is at the discretion of the instructor.

Additional Policies Established by the Individual Instructor

I will drop a student for non-attendance. For a traditional classroom, during roll call at the beginning of class, I mark attendance. If a student does not answer roll call, then the student is marked absent. A student who misses roll call or leaves class before class is dismissed is absent. For an Internet class, "absence" means a student's not doing the work for the course. Not taking a test, not submitting at least one daily points possibility per unit of study, equals being absent for a class period. As a summer class according to the guidelines above, if a student does not do the assigned work equal to two class periods in a row, I will drop the student. On last drop day, I will check to see who is doing the work and who is not. I will drop any student not doing the work. My policy when a dropped student brings a readmit slip to me is that I will not readmit a student that I have dropped unless the student is completely caught up in course work and is passing the course based on work already turned in.

Blackboard Mail is not the place to send an urgent message. If an emergency arises, contact me as soon as possible by sending an email to emiller@angelina.edu See the contact information at the beginning of this syllabus for more detailed contact information.

Student Behavior

For Internet students, the basic guideline is to treat others with respect. I have been proud of all my Internet classes in the past and how the students have encouraged each other, so though most of the time teachers put a list of "thou shalt nots" here, as an Internet student, think in terms of opportunities to "DO." For instance, if a student asks a question on Blackboard Discussion or asks for help and you know the answer or how to help—do so. I try to keep an eye out for the frustrated student and to keep current with questions asked, but don't hesitate or wait for me to assist a fellow student if you know you can help out. Notice that most of my Do Nots for the traditional classroom are not a problem for an Internet class.

For the Traditional class students (though sophomores already know proper behavior. This list all comes from experiences with first year students):

Poor student behavior distracts, and I will not tolerate anything that interferes with my ability to teach or that interferes with the ability of any of my students to learn. The rules of behavior are actually simple, common-sense courtesies and are usually not a problem in a sophomore class, but just in case:

- no abusive language (in verbal form or in print form on clothing)
- no talking when the teacher has the floor or when another student has the floor.
- don't forget personal hygiene
- come to class on time
- do not leave class early
- no visiting friends outside the door during class time—that includes both visual and verbal communication
- no eating food in the classroom
- no headphones
- no P.D.A. (public displays of affection)
- no talking on cell phones in class or taking images or texting etc (and keep the ringers turned off)
- no chewing tobacco, dipping snuff, or spitting
- no coming to class high or drunk
- no sleeping in class
- no sitting next to high school buddies. If I hear chit chat while someone else has the floor, I will warn once verbally, then the second time warning I will separate students, and then the third instance will have no warning. The students will no longer be in my class.
- Disrespectful behavior towards the teacher or towards a fellow student is grounds for immediate dismissal from the course.
- no bad apples (those students who spread bitterness towards having to need an education to survive in this world)

VI. COURSE CONTENT:

A. Required Content/ Topics – World Literature I is a survey course with emphasis on ancient Hebrew, Greek, Latin, and medieval works. The course is based on the premise that an education means reading certain generally recognized classic texts as their authors wished them to be read. Reading the material in this course will join the student to a community of readers and enrich the student's knowledge of man's thought development. Awareness of literary classics will acquaint the student with major philosophical questions asked through the centuries and with the answers humankind has attempted.

The course final grade should be based primarily upon written assignments on tests, in essays, in a researched paper, and in assorted daily assignments.

Any sophomore literature should include in its evaluation and grading system at least 30% of the final course grade based upon written assignments and 20% upon required research assignments

B. Additional Content

This teacher will abide by required course content. For further information see section IV B.

Brief Class Schedule:

July 16	Test over Hebrew material.
July 21	Mythology Test due.
July 26	Test over Homer and <i>The Iliad</i>
July 31	Test over Sophocles and Plato
Aug. 5	Test over Virgil and <i>The Aeneid</i>
Aug. 6	Summary/Synthesis due.
Aug. 16	Final as assigned during finals week over Dante and the <i>Divine Comedy</i>

VII. EVALUATION AND GRADING:

A. Grading Criteria

Any sophomore literature should include in its evaluation and grading system at least 30% of the final course grade based upon written assignments and 20% upon required research assignments.)

B. Determination of Grade Standard according to the Angelina College Student Handbook

A (90-100)	Excellent
B (80-89)	Good
C (70-79)	Average
D (60-69)	Minimum passing
F (50 or below)	Failure

Standard Grading Policy for the English Department for all Essays Assigned

A—above average. Good organization, exceptional content, No more than one major Error.

A+ = 98, A = 95, A- = 92, A - - = 90

B—above average. Good organization, exceptional content, and only one or two major errors.

B+ = 88, B = 85, B - = 82, B - - = 80

C—average. Organization, clear content, no more than 3 major errors.

C+ = 78, C = 75, C - = 72, C - - = 70

D—below average. Either lacks content and/or organization or has many major errors. More than 5 major errors drops the grade to an F.

D+ = 68, D = 65, D - = 62, D - - = 60

F—failing. Shows little or no effort. Contains 6 OR MORE major errors. F = 50.

0—no grade. Did not turn in work, plagiarized an essay, or did not write on the assigned topic.

Please Note: In the case of a plagiarized essay or research paper or daily points assignment, a student will be dismissed from this course with an F.

Examples of major errors:

cs—comma splice

The boy ran, he fell down.

fr—fragment

Crying as he fell on the sidewalk.

Fr error- fragment error

Although he was hurt; no one stopped to help him.

ro—run on or fused

He hurt his knee it was bleeding.

s/v—subject/verb agreement

Everyone laugh at him.

p/n—pronoun error

Him and her told themselves there investment was sound.

A sentence that lacks sentence sense due to structure or diction.

Not following instructions

Not using correct MLA format

VIII. SYLLABUS MODIFICATION:

The instructor may modify the provisions of the syllabus to meet individual class needs by informing the class in advance as to the changes being made.