

**Syllabus
Clarendon College
Division of Liberal Arts**

Course Name: ENGL 2332

Fall 2024

Credit Hours: 3

Instructor Contact Information:

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Office Hours: 3:00-3:45

COURSE VALUE: Ability to communicate across the curriculum; ability to interpret what is read and to accept or reject ideas projected from that reading; designed to fulfill the requirements of the core curriculum.

COURSE DESCRIPTION: 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: ENGL 1302 (Composition II)

STATEMENT OF PURPOSE: English 2332 partially satisfies the requirements for the Associate degree at Clarendon College and is designed for transfer to a senior college.

Required Instructional Materials:

Online Textbook: <https://columbusstate.libguides.com/openworldlit>

Other Relevant Materials:

Bring your charged laptop to class everyday.

Student Requirements

1. Do things that will not prevent me from teaching and you or others from learning.

2. Respect yourself, others, and your school.

Procedures

Tardy: Be in your seat when the bell rings.

Food and drink: No food is allowed; only clear water bottles are allowed.

Methods of Instruction

Lecture, videos, demonstrations, presentations, peer review, readings, e-mail.

Core Objectives

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

English Department Program Objectives:

1. The students will understand and demonstrate writing processes through invention, organization, drafting, revision, editing, and/or presentations.
2. The students will develop the ability to research and write a documented paper 3. The students will be able to demonstrate an awareness of the scope and variety of works in the arts and humanities.
4. The students will demonstrate understanding of various works of literature as expressions of individual and human values within a historical and social context.

Learning Outcomes

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. (Assess CT through essay exams)
2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods. (Assess CT, COM, PR, and SR through in-class writing and an analytical literary research paper)
3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions. (Assess CT through

essay exams and PR and SR through a group presentation of a literary period and/or author)

4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities. (Assess through essay exams)

5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature. (Assess CT, COM, PR, and SR through an analytical literary research paper)

Grading Policies:

Tests/Essays/Projects 35%

Classwork/Homework 15%

Quizzes and Check Tests 25%

Final Exam 25%

The final semester grades will be figured as set in the current catalog:

90 to 100 = A 80 to 89 = B 70 to 79 = C 60 to 69 = D
Below 59 = F

Your assignments grades and official final grade will be made available through your Student Portal at Clarendon College's website.

Academic Integrity Policy

Clarendon College is committed to a philosophy of honesty and academic integrity. It is the responsibility

of all members of the Clarendon College community to maintain academic integrity at Clarendon College by refusing to participate in or tolerate academic dishonesty. Any act of academic dishonesty will be regarded by the faculty and administration as a serious offense.

Academic dishonesty violations include, but are not limited to: (1) obtaining an examination, classroom activity, or laboratory exercise by stealing or collusion; (2) discovering the content of an examination, classroom activity, laboratory exercise, or homework assignment before it is given; (3) observing the work of another during an examination or providing answers to another during the course of an examination; (4) using an unauthorized source of information during an examination, classroom activity, laboratory exercise, or homework assignment ; (5) entering an office, classroom, laboratory, or building to obtain unfair advantage; (6) taking an examination for another person; (7) completing a classroom activity, laboratory exercise, homework assignment, or research paper for another person; (8) altering grade records; (9) using any unauthorized form of an electronic communication device during an examination, classroom activity, or laboratory exercise;

and/or, (10) plagiarism. (Plagiarism is defined as the using, stating, offering, or reporting as one's own, an idea, expression, or production of another person's work without proper credit. This includes, but is not limited to, turning in a paper purchased or acquired from any source, written by someone other than the student claiming credit, or stolen from another student.)

Students are responsible for reporting known acts of academic dishonesty to a faculty member, the program coordinator, the associate dean, and/or dean. Any student with knowledge of a violation who fails to report it shall him/herself be in violation and shall be considered to have committed an act of academic dishonesty. Additionally, any student who reports him/herself in violation of this code before it is likely that another might consider this possibility will be understood as repentant and acting in good faith. Though the confession will not excuse the student for the violation, the confession will be considered and the violation should not result in suspension from school except in the most extreme cases.

While academic integrity and honesty are the responsibility of the individual student, each individual faculty member, teaching assistant, and/or laboratory instructor is responsible for classroom management and for maintaining ethical behavior within the classroom and/or laboratory. Faculty who discover or suspect a violation should discuss the matter with the suspected violator(s) and attempt to resolve the case at that point. In cases of convincing evidence, the faculty member should take appropriate action. The faculty member and student should complete a Counseling Sheet regarding the violation. (The Counseling Sheet should contain at a minimum the date and time of the violation, the course, the instructor's name, the student's name, an explanation of the infraction or facts of the case, and the resolution to the incident.) This form should be signed by the student, faculty member, program coordinator, and the Dean of Students. The Dean of Students will maintain a file on all violations. If a faculty member prefers to report the case directly to the Dean of Students, it remains his/her prerogative to do so. Additionally, if the faculty member and the accused student cannot reach a resolution or if the faculty member believes that suspension from school is the only fair sanction, the case should immediately be reported by the faculty member, in writing, to the Dean of Students. If the Dean of Students observes any trends in student behavior which involve more than one violation or act of academic dishonesty, the Dean is responsible for notifying all faculty members involved, for contacting the student(s) involved, and after consultation with the faculty member(s) involved for taking the appropriate action. The Dean of Students is responsible for the timely notification (normally within two weeks) to all parties of an action taken.

Grievance/Appeals

If you have a dispute concerning your grade or policies in this class, it is the student's responsibility to contact the instructor to discuss the matter. Should things remain unresolved, please follow the procedures described in the Clarendon College Student Handbook or College Policy Manual.

Withdrawing from (Dropping) the Course

If you decide that you are unable to complete this course or that it will be impossible to complete the

course with a passing grade, you may drop the course and receive a “W” on your transcript instead. (The last day to drop a course is available on the Academic Calendar, located at the Student link on the Clarendon College website.) Withdrawal from a course is a formal procedure that you must initiate. If you do not go through the formal withdrawal procedure, you will receive whatever grade you have earned. Whether to drop a class or not requires a lot of thought. According to Texas state law a student is only allowed to drop the same class twice before he/she will be charged triple the tuition amount for taking the class a third time or more. Furthermore, beginning with the Fall 2007 semester, students in Texas may only drop a total of 6 courses throughout their entire undergraduate career. After the 6th dropped class, he/she will no longer be able to withdraw from any classes.

Accommodation Statement

REQUIREMENTS OF THE AMERICANS WITH DISABILITIES ACT:

In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, any student who feels that he or she may need any special assistance or accommodation because of an impairment or disabling condition should contact the Associate Dean of Enrollment Services at 806-874-4837 / janean.reish@clarendoncollege.edu or visit the Clarendon campus at Clarendon College. It is the policy of Clarendon College to provide reasonable accommodation as required to afford equal educational opportunity. It is the student's responsibility to contact the Associate Dean of Enrollment Services.

Nondiscrimination Policy

Clarendon College, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status.

It is the policy of Clarendon College not to discriminate based on gender, age, disability, race, color, religion, marital status, veteran's status, national or ethnic origin, or sexual orientation. Harassment of a student in class, i.e., a pattern of behavior directed against a particular student with the intent of humiliating or intimidating that student will not be tolerated. The mere expression of one's ideas is not harassment and is fully protected by academic freedom, but personal harassment of individual students is not permitted.

Student Rights and Responsibilities are listed on the College website

at: <http://www.clarendoncollege.edu/Resources/Student%20Services/StudentRightsResponsibilities.pdf>.

WORLD LITERATURE I: TENTATIVE SCHEDULE:

WEEK 1:

Introductions and syllabus

WEEK 2

THE BEGINNINGS OF LITERATURE: ANCIENT MEDITERRANEAN AND NEAR EASTERN LIT. INRO.

- **READ Handout "The Invention of Writing and the Earliest Literatures."**
- **Read The Epic of Gilgamesh via the link provided.**
- **View the YouTube video The Epic of Gilgamesh: Crash Course**
- **DISCUSS (Post a discussion and two replies in the forum with the works' title.**

WEEK 3:

HEBREW LITERATURE (Open until the 12th of Sept.)

- **READ/View "Hebrew Literature" both Power-Point and lecture notes**
- **Read from Genesis: chapters 1-4, Creation; Ch.6-9, Noah; Ch. 11 Tower of Babel; Ch. 12, 17, 18, 21, and 22, Abraham.**
- **Read from Exodus, ch. 19-20**
- **Read from Job, all 40 chapters**
- **Read Psalm 8, 19, and 23.**
- **Read Song of Songs, all 8 chapters**
- **DISCUSS Thoughts on Hebrew Literature.**
- **Take Test #1.**

(The test will cover PowerPoints, lecture notes, and literature we have studied so far. This will be a true/false, multiple choice, and matching test in addition to an essay question worth 20 points. You will have one hour to take this test—It is open Sept. 11 – 12 only)

• Student Feedback: this is an anonymous survey which will help me improve this class. Please be honest!

WEEK 4-5:

• INTRO TO WESTERN LITERATURE: PART 1:

- Read/View PPT and Lecture Notes on Ancient Greece**
- Read/View PPT and lecture Notes on Sophocles**
- Read the drama Oedipus the King**
- ReadView Aristotle, both PowerPoint and Lecture Notes**
- Read Aristotle's Poetics**
- DISCUSS The Lesson Oedipus Learned Due Sept 19.**
- ANALYZE Analytical Essay #1: Tragedy. Due Sep 26.**

Week 6 (September 26th – October 3): Western Literature PART II: Rome

- READ 'Ovid', both PowerPoint and Lecture Notes (LO #1)**
- Read about the Roman Empire (PPT and Lecture Notes) (LO#1)**
- Read Ovid's Metamorphoses (577-620)**
- DISCUSS & ANALYZE Comparing creation stories-Genesis and "Metamorphoses" due by October 3 at 11:55 p.m.**

WEEK 7-8: (October 4th - 17th):

INDIA – CULTURE AND VALUES

- READ Introduction to Ancient India (pg 471)**
- View "India" (PowerPoint) (Learning Outcome #1)**
- View "The Bhagavad-Gita" (PowerPoint) (Learning Outcome #1)**
- View "The Ramayana" (PowerPoint) (Learning Outcome #1)**
- Read handouts "Upanishads" and "Definitions"**
- Read Indian Literature (Learning Outcomes #1 and #2)**

The Ramayana (535-620)

▪ the Bhagavad-Gita (472-476)

• DISCUSS To Fight or Not to Fight-Dharma (The Bhagavad-Gita)

• ANALYZE Essay #2: Rama's Dharma (Learning Outcomes #2 and #3) Due Oct. 17

WEEK 9-10: (Oct.18st – 31)

CHINA—CULTURE AND VALUES: • READ & View “China”, both power-point and lecture notes (Learning Outcome #1)

• View “Confucianism” power-point (Learning Outcome #1)

• Read Chinese literature: ▪ Poetry and Early Thought in China (Pgs. 411-412)) ▪ Classic of Poetry (451-462)

• Confucius, from "Analects" (412-443)

• The Dao from "The Zhuangzi" (465-470)

• DISCUSS Chinese Literature- “The Classic of Poetry” and Confucius-Hope

• ANALYZE: Test #2: Indian and Chinese Literature (Due Oct, 31) (Learning Outcome #3)

WEEK 11: (Nov. 1 – 7)

The Rise of Islam

READ “Europe and the Islamic World” (Learning Outcome #1)

• Read various readings from The Qu’ran

• DISCUSS: Shared Ancestry

• ANALYZE: TEST #3 (Learning Outcome #3)

WEEK 12 Nov. 8-14 From Roman Empire to Christian Empire

• New Testaments readings

DISCUSS AND ANALYZE The Shocking Message (Learning Outcomes #1-3)

Essay # 3

WEEK 13: (November 15 – 21.) on “The Formation of a Western Literature

• READ lecture notes and view PowerPoint on “The Formation of a Western Literature”. (Learning Outcome #1)

• Read lecture notes and view Chaucer ppt. (Learning Outcome #1)

• Overview of Chaucer's Canterbury Tales and readings Compact Anthology of World Literature Part II pgs 8-36

• DISCUSS Chaucer's Pilgrims and Christianity (Learning Outcomes #2-3) This activity will be due by 11:55 p.m. on Nov. 21.

Dante's Inferno

• ANALYZE: Essay #3: Medieval Times This activity will be due by 11:55 p.m. on Nov. 21

This unit will fulfill Learning Outcomes #1-5, from 1. Identifying 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 Analyzing literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods, #3 demonstrating knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions, #4 articulating the aesthetic principles that guide the scope and variety of works in the arts and humanities, and #5 writing research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

Week 14-15: Nov. 22th – Dec. 5th which includes Thanksgiving, so plan for that Major Analytical Paper due Nov 30 by 11:55 p.m., Discussions due by the 5th at 11:55 p.m.

• Read Shakespeare's Hamlet

• DISCUSS Hamlet—there will be multiple postings for you to respond to.

▪ To Act or Not to Act

▪ Theme of Poison

Finish research paper by Nov 30.

Final week : This test will cover all the Power Points, Lecture Notes, and readings since Test #3. This will fulfill Learning Outcomes #1-3.

This schedule is subject to change: please monitor and keep up with communications.