

Clarendon College
Syllabus for ENGL 2332
Fall 2025 Dual Credit
World Literature I
3 semester hours

INSTRUCTOR: Mrs. Roberta Sain

OFFICE: E-mail me at roberta.sain@clarendoncollege.edu. You may also message me through your Moodle platform.

Office hours: The **Messages** feature in Moodle is the main method you should use to contact me. I will check the course website every weekday and respond to your inquiries within 24 hours. It may take longer than 24 hours for a response if you submit a message over the weekend.

CALENDAR OF IMPORTANT DATES:

Classes Begin	Monday, August 25
Last Day to Register and/or Add/Drop	Thursday, August 28
Labor Day—College Closed	Monday, September 1
Census Date (12 th Class Day)	Wednesday, September 10
Columbus Day—College Closed	Monday, October 13
Last Day to Drop with a “W”	Thursday, November 13
Thanksgiving Holiday	Wed.-Fri., November 26-28
Commencement	Friday, December 5
Final Exams	Mon.-Wed., December 8-10
Final Grades due at 2pm	Thursday, December 11
Grades Posted to Transcript	Friday, December 12

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. Students taking this as a dual-credit class will get credit for English IV and English 2332. This class serves to meet the requirements for both of these classes.

Prerequisite: ENGL 1301 (Composition I)

COURSE OBJECTIVES: English 2332 is a survey of World Literature from the beginnings of the written word to the 16th century. In this course we will be reading, discussing, and analyzing literature in the context of the historical/social/religious settings it was birthed in. This small representation of the literature from this time period will be studied with the understanding that it

represents the shifting thoughts, values, and beliefs of human beings and illustrates the need and gift of humans to express a wide variety of emotions and experiences through the written word.

Required Materials

The textbook for this class is a digital copy of *Open Anthology of Early World Literature in English Translation* accessed through the following link:

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

Once you have opened this link, the readings will be accessible through that Website. They will also be embedded in your Moodle course.

CHANGES TO THE COURSE: If I have to make changes to the course, or if there is news that I need to let the class know, students will see this information in a MESSAGE or an EMAIL to alert students to changes or notifications they need to be aware of.

Online Course Website: This online course uses OpenLMS as its online course management program. All instructions, tutorials, exams, and assignments are provided at the course website. All assignments will be submitted there. Due dates for all assignments are listed in the “Course Schedule” at the course website. Most communication between you and me, and fellow classmates, will be handled in OpenLMS through the “Messages” feature and discussion forums. You will be able to log into the course website once you have officially registered for the course and once you have been added to the course website. The course website will become available to you by the first day of the semester. If you register late, you will generally have access to the course within 24 hours after you register. In order to be successful in completing this **3-credit hour course**, you should plan to spend between **6-9 hours per week on the course**.

The information explaining how to log into your course website can be obtained by going to [Clarendon College's](#) home page, and clicking on the **Login to Online Classes** button. If you have any difficulty logging in, email our help desk at: administrator@clarendoncollege.edu

ATTENDANCE:

Weekly attendance is mandatory in all online courses. Students are expected to log into their online course(s) at least twice a week. Progress toward satisfactory completion of weekly assignments is expected on a weekly basis. No progress could jeopardize good standing and financial aid.

My Policy: For this course, I will submit an attendance report each **Monday** with the previous week's attendance. Attendance will be determined by completing a designated assignment from the unit. Students who are following the online attendance policy are marked “present”. Students can be placed on academic probation or lose financial aid for chronic non-attendance.

REQUIRED ENROLLMENT VERIFICATION ACTIVITY

Students who fail to complete the Syllabus Agreement EVA activity (located in the Class Orientation section of the online course) by the official census date (Sept. 11) cannot continue in

the course and will receive a W (Withdrawn) at the end of the term. Students may also not be eligible for a refund. If you are receiving financial aid you may also be required to reimburse tuition and fees.

The census date for this term can be found on the Academic Calendar located at the Inside CC link on Clarendon College's home page

ONLINE ETIQUETTE:

As you may be aware if you do much work in an online environment, it can be difficult to convey tone in this digital environment. A section in the Course Overview gives you some more detail on this, but I wanted to remind you in the syllabus as well that you need to **be extra conscious of being respectful in your writing, both to myself as the instructor and to other students.** I expect to be treated respectfully by my students, both in person and in this digital world, and I will in turn always give you the respect every student deserves.

ABOUT COLLEGE-LEVEL WRITING:

There are certain expectations about the quality of writing you should be presenting in this class, as this is college coursework. MLA format will be required for all assignments and you need to strive to eliminate errors and poor organization or clarity of thought from your work. **This includes discussions.** You will receive detailed comments on the essays, as I try to point out errors and problems with MLA format, but a student who does not correct these errors shows the instructor an unwillingness to improve his or her writing. Working hard on assignments can certainly help you achieve a higher grade, but effort alone is not enough in higher education. There is a standard that is expected in your written work.

GRADING POLICIES:

Tests (4).....	40%
Essays.(3).....	.25%
Analytical Paper.....	15%
Discussions.....	20%

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

STUDENT REQUIREMENTS;

COMPUTER/TECHNOLOGY REQUIREMENTS:

IF YOU HAVE NEVER TAKEN AN OPENLMS ONLINE COURSE, PLEASE COMPLETE THE MOODLE ORIENTATION STUDENT TRAINING COURSE! This is found by clicking on “My Courses” in the upper right-hand corner of the webpage. This course will only take you up to 2 hours to complete and will make it so much easier for you to be successful in this course.

During your orientation course, you will learn of the following Moodle requirements:

- Compatible internet browsers and special browser settings
- Adobe Reader
- Flash Player

In addition, I would like you to consider the following items. I am assuming that you probably have as many or more computer skills than I do; however, if this is your ***first online course***, there are some questions you need to consider before beginning this or any online course:

- Are you self-motivated? Can you get assignments finished and submitted on time?
- Do you understand what you read? Can you follow written directions?
- Do you have the use of a computer--one that fits YOUR schedule and the COURSE schedule? Furthermore, are you fairly proficient at navigating the world of computers, including software and digital environments?
- Is your internet service reliable?

If the answer is **no** to any of these questions, you may wish to rethink your decision to take an online course. A face-to-face class may be right one for you. If, on the other hand, you believe an online course is for you, here a few tips:

- Be prepared to spend more time than you would in a face-to-face class. Students should be very disciplined and responsible in online classes—students are expected to participate *as if they are in a classroom*, but in an online environment., Students are expected to read the assigned text and be prepared to contribute to the class discussion in the online format as well as turn work in on time.
- Make the most of your time and try not to fall behind—it's difficult to catch up on readings. Moreover, no assignments shall be accepted late, so you must keep up, yourself, with the schedule and turn work in on time.
- Make sure you can fit the exams into your schedule. There are no make-up exams.
- If you have a problem, let me know as soon as you can. Don't wait or just do nothing. Remember that I am not a computer teacher but an English one. Furthermore, the excuse "my computer crashed" or "my internet went down" is very like the old excuse "the dog ate my homework". The dog MAY have eaten your homework, and your computer may have crashed, but these excuses will not be accepted.
- Don't wait until the last minute to complete a test or submit material. Things can and do go wrong!

- One more thing and this is so very important. **You must save your documents in a Microsoft Word compatible format (such as .doc, .docx, or .rtf).** This is especially something to be cautious of if you have an Apple computer because much of Apple's software is not compatible with what we use on the PCs. Again, I cannot grade work that I cannot open. Google Docs also does not maintain MLA formatting. I cannot open a Google Docs paper. **If I receive a document that is not compatible, or that I cannot open, you will receive a zero on that assignment.**

Students' Rights and Responsibilities (It is your responsibility to familiarize yourself with these):

The full details of Student Rights and Responsibilities policies can be viewed on Clarendon College's website at: [www.clarendoncollege.edu/Resources/Legal/24-25/FLA\(LEGAL\).pdf](http://www.clarendoncollege.edu/Resources/Legal/24-25/FLA(LEGAL).pdf)

Final Exams

Final Exams: The schedule of final exam times is published at the beginning of the semester. You can find the schedule for final exams at: [https://www.clarendoncollege.edu/inside CC](https://www.clarendoncollege.edu/inside%20CC). Do not make plans to leave school before your scheduled final exam. Faculty members cannot on their own authorize a student to take a final exam early. In exceptional circumstances if a student needs to take a final exam early, he/she may request early final exams by filling out the form at: <https://www.clarendoncollege.edu/Resources/Admin/Request%20for%20Early%20Final%20Exa>

TEACHING PHILOSOPHY: I have high expectations of myself and my students. I do believe that education opens doors for us. I have seen this in my own life. I will treat you as I want you to treat me, with respect and kindness. I expect you to do your job, which is to read, interact with the material, ask questions, participate with classmates. Learning is not accomplished by sitting back and “absorbing” the material: it is accomplished by doing, actively reading, reflecting on, writing about, and interacting.

Core Objectives for ENGL 2332

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

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)

SCHOOL COURSE POLICIES;

Academic Integrity

STUDENT ACADEMIC INTEGRITY AND CLASSROOM ETHICS

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 an 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 activity; 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 vice president, 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.

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 Vice President of Academic Affairs. The Vice President of Academic Affairs will maintain a file on all violations. If a faculty member prefers to report the case directly to Vice President of Academic Affairs, 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 Vice President of Academic Affairs. If the Vice President of Academic Affairs observes any trends in student behavior which involve more than one violation or act of academic dishonesty, the Vice President of Academic Affairs 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 Vice President of Academic Affairs is responsible for the timely notification (normally within two weeks) to all parties of an action taken.

Students wishing to appeal a disciplinary decision involving academic integrity or acts of academic dishonesty may do so through the Student Appeals and Grievance Procedure.

Withdrawing from (Dropping) the Course

Course Withdrawal--Students desiring to make schedule changes after their initial registration each semester must do so during the designated "Drop and Add" period as scheduled in the

College Catalog. Students will be required to pay tuition and fees applicable to any class(es) added to their schedule.

Official withdrawal from a course is initiated in the Office of the Registrar. However, each student should consult with his/her academic advisor or the Associate Dean of Enrolment before officially withdrawing from a course. A student who stops attending a class without officially dropping it may receive a grade of “F” for that class.

Grievance Policy

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.

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.

PERSONAL COURSE POLICIES

LATE WORK: I may choose to allow **one assignment** to be turned in late if there are extenuating circumstances or computer mishaps, but in any event, if I allow you one late assignment, the grade will be no higher than 70 and no further late work will be accepted from you. Finally, you only get one week past the due date to complete your one late assignment. After that one week has passed, your grade will be entered as a zero if you have not turned in the work.

PLAGIARISM: Read the following explanations carefully and be sure that you understand them.

1. Word-for-word plagiarism: The student quotes his or her source without using quotation marks. Even if the student cites the source, he or she is still plagiarizing because proper quotation procedures were not used. A general rule of thumb is that if you borrow MORE THAN TWO WORDS IN A ROW, you must use quotation marks!
2. Paraphrased plagiarism: The student uses a source and with the exception of changing a few words or phrases essentially quotes the original. Even if the source is properly cited, the writing is still plagiarized because the student has used the author's style, vocabulary, and content and claimed it as his or her own.
3. Improper citations: If a student uses someone's information other than his or her own, the source of the material must be properly cited. Failure to do so is plagiarism.
4. Improper use of ideas: Ideas are as equally protected as words. If the student uses someone's ideas, but expresses them in his or her words, the student plagiarizes if he or she does not cite the source of the idea.
5. Internet use: Copying and pasting from the Internet is plagiarism. Purchasing papers from a paper mill is plagiarism. **Copying and running a "rewrite" program (such as Grammarly or Google Translate) is the same as plagiarism.** Furthermore, these programs do not take into consideration the context of the synonyms used and often do not make sense. Do NOT use Grammarly or Google Translate in this course, as they will trigger the AI detector in Turnitin.
6. Student sharing: While students are certainly free to work together and study together, an assignment that calls for individual work must reflect the student's personal effort. If a student borrows or copies another student's work, that is plagiarism. If a student has another student write a paper, that is plagiarism. If two students collaborate on an individual assignment and turn in the same work, that is plagiarism.

Plagiarism is a serious academic offense. It involves legal issues about improper use of materials that do not belong to the student. Plagiarism is also unethical. A student must do his or her own work; otherwise, the learning process is compromised. Plagiarism is unfair to fellow students who take the time and make the effort to do their own work. Essentially, plagiarism is cheating and will not be tolerated. Internet use: Copying and pasting from the Internet is plagiarism. Purchasing papers from a paper mill is plagiarism. Copying and running a "rewrite" program (such as Grammarly) is the same as plagiarism. Furthermore, these programs do not take into consideration the context of the synonyms used and often do not make sense. Do NOT use Grammarly or Google Translate to check your papers in this course. They will trigger the AI detector in Turnitin.com.

My Policy: Anyone who is dishonest in any way (including but not limited to plagiarism and the following examples), will receive a zero for that assignment, with no opportunity to make up the zero. It doesn't matter if the offense is a major writing assignment or something as simple as an

extra credit assignment. You WILL receive a grade of F in the course for more than one violation. In addition, ***this instructor reserves the right to give the student an F for the class if there is any one cheating violation which is a deliberate, not accidental, infraction.***

In addition to the above, I invoke my own requirements:

- You are guilty of cheating on an assignment by letting someone else complete part or all of your work by using unauthorized electronic devices for in-class assignments or tests using someone else's electronic files letting someone else use your electronic files**

**** It is your responsibility to protect your electronically saved files. If someone else turns in an assignment as if it were that student's work but it is work that you completed, I will have to assume that you allowed it to happen, and both of you will suffer the same consequences.** Therefore, make sure your saved files are kept in a place where others cannot get them. **DON'T SHARE THUMB DRIVES!!!**

It is also unacceptable if you use work that you have previously turned in for myself or another instructor *if you don't get my permission first.* **ALWAYS ASK!**

TURN-IT-IN

- Students are responsible for ensuring that their work is consistent with Clarendon College's expectations about academic integrity. In this course, some assignments may be turned in to TURN-IT-In to ensure academic integrity.

WORLD LITERATURE I:

TENTATIVE SCHEDULE: FALL 2025

NOTE: Please be very aware of the dates on each unit! You must turn things in when they are due. This course does not allow everything to be turned in at the end. Also, only ONE late assignment is allowed for extenuating circumstances; see the syllabus for my late work policy!!) **When the date ends, the unit will close.** Most units will run Monday to Sunday at 11:55 p.m. All due dates are in Central Time. **Attendance assignments are in Red.** Also: You will write a Major Analytical Paper. due **Dec. 1.** **See the options and instructions for this paper in the Quick Links section. You may want to work on this throughout the semester so you're not overloaded at the end.**

The weeks below list your reading assignments and links. You will need to view the Power-Points and lecture notes that correspond to these readings, as well as occasionally viewing YouTube videos that relate to the content of that unit. This information can also be viewed in detail under "Unit Overviews and Learning Outcomes" under each unit heading. **PLEASE NOTE:** CC changed textbooks from print to OER (available online via the links in Moodle). I

have provided links or handouts to the works. If you cannot open them, please message me via OpenLMS or email me at roberta.sain@clarendoncollege.edu.

WEEK 1: Aug. 25-31

(Introduction Section) All assignments in this section are due by 11:55 p.m. Sept. 3.

- ☐ Course Overview
- ☐ Syllabus Quiz
- ☐ Syllabus EVA
- ☐ Ice Breaker
- ☐ Submit Information About Yourself
- ☐ Student Feedback
- ☐ Start Reading about Ancient and Mediterranean Literature in the Gilgamesh section

* Attendance will be taken the first Friday (Aug. 29) based on students logging in.

WEEK 2 Sept. 1-7.

THE BEGINNINGS OF LITERATURE: ANCIENT MEDITERRANEAN AND NEAR EASTERN LITERATURE

Read by September 7:

- ☐ Handout "The Invention of Writing and the Earliest Literatures."
- ☐ "Earthrise"
- ☐ *The Epic of Gilgamesh* via the link provided.
- ☐ *Gilgamesh* Summary
- ☐ *Gilgamesh* Lecture

Watch by September 7:

- ☐ You Tube video *The Epic of Gilgamesh: Crash Course*

Do by September 7:

- ☐ *Gilgamesh* Discussion
- ☐ "Earthrise" Commentary Paper

- ☐ Submit Same “Earthrise” Commentary Paper to Turnitin Box
- ☐ Student Feedback
- ☐ Start Reading about Hebrew Literature in the Hebrew Literature Section

WEEK 3: HEBREW LITERATURE (September 8-14)

Read by September 14:

- ☐ Hebrew Literature Lecture Notes
- ☐ Hebrew Literature Power Point
- ☐ *Genesis Chapters 1-4: Creation*
- ☐ Genesis Chapters 6-9: Noah
- ☐ Genesis Chapter 11: Tower of Babel
- ☐ Genesis Chapter 12: Abraham
- ☐ Genesis Chapter 17-18: Abraham
- ☐ Genesis Chapter 21-22: Abraham
- ☐ Exodus Chapter 19-20
- ☐ Job Chapters 1-40
- ☐ Psalms 8, 19, 23
- ☐ Song of Songs Chapters 1-8

Do by September 14:

- ☐ *Discussion: Thoughts on Hebrew Literature*
- ☐ **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. 10 – 14 only)
- ☐ Student Feedback
- ☐ Start Reading about Ancient Greece in the Introduction to Western Literature Section

WEEKS 4-5: (Sept. 15 – 28)

Read by September 21:

- ☐ Ancient Greece Lecture Notes
- ☐ Ancient Greece Power Point
- ☐ Sophocles Lecture Notes
- ☐ Sophocles Power Point
- ☐ Aristotle Lecture Notes
- ☐ Aristotle Power Point
- ☐ *Oedipus the King*
- ☐ *Poetics* by Aristotle

Do by September 21:

- ☐ *Discussion: The Lesson Oedipus Learned*

Do by September 28:

- ☐ *Analytical Essay #1: Tragedy in Oedipus the King*
- ☐ Student Feedback
- ☐ Start Reading about Rome in the Introduction to Western Literature, Part II Section

Week 6 (Sept. 29 – Oct. 5): Western Literature PART II: Rome

Read by October 5:

- ☐ Ovid Lecture Notes
- ☐ Ovid Power Point
- ☐ Ovid's *Metamorphoses* (577-620)

Do by October 5:

- ☐ *Discussion: Comparing Creation Stories*

☐ Student Feedback

☐ Start Reading about India: Culture and Values in the next section

WEEK 7-8: (October 6 - 19):

INDIA – CULTURE AND VALUES

Read by October 12:

☐ Introduction to Ancient India (p. 471)

☐ India Power Point

☐ Upanishads PDF

☐ Definitions PDF

☐ Bhagavad-Gita Power Point

☐ The Ramayana Power Point

☐ “The Ramayana”

☐ “The Bhagavad-Gita”

Do by October 12:

☐ *Discussion: To Fight or Not to Fight*

Do by October 19:

☐ *Essay #2: India’s Dharma*

☐ Student Feedback

☐ Start Reading about China: Culture and Values in the next section

WEEK 9-10: (Oct. 20-Nov. 2)

CHINA—CULTURE AND VALUES

Read by October 26:

☐ China Lecture Notes PDF

- ☐ China Power Point
- ☐ Confucianism Power Point
- ☐ “Poetry and Thought in Early China” Link
- ☐ “The Analects” Link
- ☐ “Book of Songs” Link
- ☐ “Classic of Poetry” Link
- ☐ “The Zhuangzi” Link

Do by October 26:

- ☐ *Discussion: Chinese Literature: The Classic of Poetry*
- ☐ Discussion: Confucious: Hope

Do by November 2:

- ☐ *Test #2*
- ☐ Student Feedback
- ☐ Start Reading about Rise of Islam and Islamic Literature in the next section

WEEK 11: (Nov. 3 – 9)

The Rise of Islam

Read by November 9:

- ☐ “The Arab Nations” Power Point
- ☐ Readings from the Qu’ran:
 - ☐ #4: Women
 - ☐ #12: Joseph
 - ☐ #19: Mary
 - ☐ #71: Noah

☐ World Literature Analytical Paper Instructions and Options

Do by November 9:

☐ Discussion: Shared Ancestry

☐ **Test #3: Indian and Islamic Literature**

☐ Student Feedback

☐ Start Reading about: From Roman Empire to Christian Empire in the next section

WEEK 12: (Nov. 10-16) From Roman Empire to Christian Empire

Read by November 16:

☐ Lecture notes: From Roman Empire to Christian Empire

☐ Readings from the New Testament of the Bible:

☐ Luke 2

☐ Matthew 5

☐ Matthew 6

☐ Matthew 7

☐ Luke 15

☐ Matthew 13

☐ Matthew 26

☐ Matthew 27

☐ Matthew 28

Do by November 16:

☐ **Discussion: Jesus' Teaching by Parables**

☐ Student Feedback

☐ Start Reading about: Geoffrey Chaucer and The Canterbury Tales in the next section

WEEK 13: (November 17 – 23) on “The Formation of a Western Literature

Read by November 23:

- ☐ The Canterbury Tales
- ☐ Lecture notes: Formation of Western Literature
- ☐ Powerpoint: Formation of Western Literature
- ☐ Lecture notes: Geoffrey Chaucer
- ☐ Powerpoint: Geoffrey Chaucer
- ☐ Listen: The Canterbury Tales in Middle English

Do by November 23:

- ☐ Discussion: Chaucer’s Pilgrims and Christianity
- ☐ Essay #3: Medieval Times
- ☐ Student Feedback
- ☐ Start Reading about: the Analytical Research Paper in the next section

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. 24 – December 3; which includes Thanksgiving, so plan ahead for the Major Analytical Paper due **November 30** by 11:55 p.m.

Do by November 30:

- ☐ Major Analytical Paper

Read by December 3:

- ☐ “Hamlet” by William Shakespeare

- ☐ Lecture notes: A New Age
- ☐ Powerpoint: A New Age

Do by December 3:

- ☐ Discussion: To Act or Not To Act?
- ☐ Discussion: Theme of Poison
- ☐ Student Feedback
- ☐ Start Studying for: the Final Exam in the next section

Finals week : Final Exam is available Dec. 3-8 only! This test will cover all the Power Points, Lecture Notes, and readings since Test #3. This will fulfill Learning Outcomes #1-3. NOTE: This final will close at 11:55 p.m. on the 8th, so please pay attention. This activity will be used to monitor attendance.

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