

1-15-2019

World Literature I

Sean Ferrier-Watson

Follow this and additional works at: https://digitalcommons.collin.edu/english_syllabispring2019

Recommended Citation

Ferrier-Watson, Sean, "World Literature I" (2019). *Spring 2019*. 249.
https://digitalcommons.collin.edu/english_syllabispring2019/249

This Article is brought to you for free and open access by the 2019 at DigitalCommons@Collin. It has been accepted for inclusion in Spring 2019 by an authorized administrator of DigitalCommons@Collin. For more information, please contact mtomlin@collin.edu.

COLLIN COLLEGE

COURSE SYLLABUS

Course Information

Course Number: ENGL 2332

Course Title: World Literature I

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.

Course Credit Hours: 3
Lecture Hours: 3

Prerequisite: ENGL 1302 or ENGL 2311

Student Learning Outcomes:

- **State Mandated Outcomes:** Upon successful completion of this course, students will:
 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 social, political, cultural, or religious contexts of different literary periods. (Social Responsibility)
 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. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature. (Critical Thinking and Communication Skills)
- **Additional Collin Outcome:** Upon successful completion of this course, students should be able to do the following:
 1. Demonstrate personal responsibility through the ethical use of intellectual property. (Personal Responsibility)

Withdrawal Policy: See the current *Collin Registration Guide* for last day to withdraw.

Collin College Academic Policies: See the current *Collin Student Handbook*

Americans with Disabilities Act Statement: Collin College will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to contact the ACCESS office, SCC-D140 or 972.881.5898 (V/TTD: 972.881.5950) to arrange for appropriate accommodations. See the current *Collin Student Handbook* for additional information.

Religious Holy Days: Please refer to the current *Collin Student Handbook*.

6.24 Repeating Courses

Grades of all courses taken will be recorded on the student's transcript. The highest grade earned will be used in computing the grade point average and applied toward degree or program requirements. Beginning fall 2002, a course in which a grade (including W) has been received can be repeated only one (1) time to replace the grade. The grade received does not affect the student's ability to repeat a course.

Registration holds will be placed on courses that have been attempted twice.

When a course is repeated:

1. Only one (1) course/grade will be counted in a student's GPA.
2. The highest grade will be used in GPA calculations.

Courses repeated before fall 2008 will have only the last grade and credits (whether higher or lower) earned used in computing the grade point average and applied toward degree or program requirements.

Veterans should consult the Director of Financial Aid/Veterans Affairs before repeating any course. Students planning to transfer to another college or university should check with a Collin College academic planning consultant (advisor) or with receiving institutions for their repeat policies. See the Registration Guide for details on specific courses. Student Handbook, p. 69

INSTRUCTOR INFORMATION

Instructor's Name: Sean Ferrier-Watson, Ph.D.

Office Number: D-120

Office Hours: MW 9-10AM;
TR 10-11:30AM; 2:15-2:45PM
or by appointment

Phone Number: 972-516-5053

Email: sferrier-watson@collin.edu

Website: CougarWeb/Canvas and www.seanferrierwatson.wordpress.com

Class Information:

Section Number: 2332.S02

Meeting Times: MW 10-11:15AM

CRN: 22400

Meeting Location: I114

Minimum Technology Requirement: Computer with internet access and ability to send emails and login to our class websites

Minimum Student Tech Skills: Students are expected to be familiar with typing papers on a keyboard, surfing the internet, and other basic computer literacies

Netiquette Expectations: Students are expected to send emails with clear subjects and appropriate signatures for identification purposes; responses to emails should be expected within 48 hours during weekdays; emails will rarely receive responses on weekends.

Course Resources

Required Textbooks:

Gardner, John. *Grendel*. Knoph, 1989. ISBN: 978-0679723110

Puchner, Martin, et al. *The Norton Anthology of World Literature*, 3rd. Vol. 1. W. W. Norton and Company, 2012. ISBN: 978-0393919608.

Shakespeare, William. *A Midsummer Night's Dream*. Dover, 1992. ISBN: 978-0-486-27067-8

Other Texts:

Anything published or linked to our class's Canvas account or website as marked on our weekly calendar.

Supplies

1. Three-ring binder for storing class work
2. Flash drive or other means (dropbox.com account, for example) of storing digital versions of essays and other written material you generate (always, always keep a backup of everything you turn in!)
3. A valid, working Collin College email address that you check everyday
4. Regular access to a computer and internet (additional readings may be available online)
5. Writing utensil and paper for taking notes
6. Textbooks ready for review on every class day

Method of Evaluation

As an expert in my field, I reserve the right to gauge writing on any scale or method my profession and college deem acceptable. I will assign grades based on my best judgment as an experienced and qualified Professor of English.

Grade Scale (100%):

A= 90 to 100

B= 80 to 89

C= 70 to 79

D= 60 to 69

F= 0 to 59

Participation/Attendance 10%

Participation may include class discussion, readiness for class, homework, attendance, or any other classroom activity. **Attendance** is *mandatory* and *vital* to your grade. You cannot hope to pass the class without attending regularly. If a student misses more than five classes, a deduction will be applied to the student's participation grade. If a student misses more than three weeks of class or seven days, they can expect to fail for the semester. Attendance is an important part of your grade, so please do not underestimate the attendance policy. Absences are considered to be unauthorized unless officially sanctioned by the college. Students must present proof of the incident before an excuse will be issued. If, through a misfortune, a student should arrive after roll has been recorded, it is the student's responsibility to talk with me immediately after class in order to discuss changing the unauthorized absence to a tardy. If tardies are frequent, they can be counted as absences. If a problem is serious enough to miss a significant amount of class, then the student should consider dropping the course or speaking with the college or appropriate dean.

Pop Quizzes 10%

Reading quizzes will be given periodically during the semester. These quizzes are designed to test your attentiveness to reading the assigned texts and will typically take place at the start of class. Late or make up quizzes will not be given under normal circumstances. Ten regular quizzes will appear for the semester—roughly two per reading—and at least one extra credit opportunity will be offered toward the end of the semester (maybe more). These quizzes will be multiple-choice and will consist of no more than five questions.

Close Reading Assignment 10%

A close reading or critical analysis is designed to get students to look beyond just the surface level text of a narrative—to push students away from summarizing plot points and other aspects of narrative structure. This short essay assignment will hinge on the students ability to attempt to go beyond the literal meaning of the text and to explain what the text might be saying metaphorically or thematically through a close reading of a scene or quote. This assignment should be roughly 500 words or around 1½ to two pages in length, double spaced. MLA guidelines and header needed.

Proposal 10%

Write a three-hundred-word proposal on the topic you would like to explore for your final essay. The topic must be derived from the readings we have done over the course of the semester. Provide at least three potential secondary sources to accompany this topic. A sample proposal and further instructions will be provided as the submission date nears.

Midterm Exam 15%

Students will take a midterm exam worth 15% of their class grade. The date for this exam is listed on the schedule. This exam will reflect the student's knowledge of material discussed within the months and weeks before the exam. The exam will comprise three sections: memorization, multiple choice, and essay. Prompts will be provided for each essay exam and students will be expected to bring bluebooks (or essay exam paper) to class. Exam length should not exceed two pages or fall below one page for each prompt.

Research Paper 20%

Students will write an original research paper analyzing, in some way, the works we are reading this semester. The essay should contain an argumentative thesis and appropriate scholarly sources (at least three secondary sources and only two may be from our class schedule of readings). These sources should all be peer reviewed and obtained from our library's

resources. The minimum length for this assignment is six pages (1,500 words), double spaced, and formatted in accordance with MLA citation (other citation styles may be used with permission). Detailed information will be provided as the date for this essay nears.

Group Presentation 10%

The presentation assignment is designed to promote scholarly collaboration over our readings and practice presenting analytical research to an informed audience. You will work with your assigned peer group to produce a ten-minute presentation over one or multiple readings from our schedule. You may perform this presentation in a number of ways (i.e. reading prepared speeches in segments, giving a group power point presentation, passing around handouts to heighten your presentation, presenting a teaching module, or showing movie clips with your group presentation). The presentation should at least fill ten minutes but should not exceed fifteen minutes to obtain the minimum passing score. I am not grading groups on speaking skills per se, but I am trying to ascertain how much you and your group have learned about the text and author and how you have honed your researching and collaborative abilities. I expect you to consult at least two scholarly sources for this assignment, which should be obtained from a library database like **Project Muse**, **Academic Search Complete**, or **JSTOR**. You will also need to provide a **printed report**, one to two pages, listing the *contributions* and *responsibilities* of every group member in the presentation project. I will provide more instructions as the semester progresses, including a sample grade rubric for the presentation.

Final Exam 15%

Student will take a final exam worth 15% of their class grade. The date for this exam is listed on the schedule. This exam will reflect the student's knowledge of material discussed within the months and weeks before the exam. The exam will comprise three sections: memorization, multiple choice, and essay. Prompts will be provided for each essay exam and students will be expected to bring bluebooks (or essay exam paper) to class. Exam length should not exceed two pages or fall below one page for each prompt.

Late Policy

I will allow for late essays to be submitted to Canvas, but exams, quizzes, and other assignments cannot be made up under normal circumstances. Students must arrive on time for examinations. If late work is submitted and accepted, I will deduct some points as a penalty. I expect all of my students to submit their work in a timely fashion. In most cases, I do not believe it is fair for some to receive extra time on an assignment while others submitted the assignment in a timely fashion. As such, I rarely grant exceptions to my late policy. If you know you are going to miss a day an exam will be given, please ask to schedule the exam or essay deadline early rather than asking to do it late. I will not apply penalties to students taking exams or submitting assignments early asking permission to do it later well before the deadline; however, I will decide what situations warrant an early exam or make up assignment. Late work is due by the last day of the semester under normal circumstances.

Email/Phone Policy

Email is the preferred method of contacting me outside of my office hours. With the exception of weekends, I will respond to emails within 48 hours. I rarely respond to weekend emails. The only email address I can respond to is your Collin College email account, so please make sure you are using this account when inquiring about private student matters (i.e. grades, attendance, etc). *Please make sure emails are sent apart from the Canvas account (as they may not appear in my inbox)*. I will only answer my office phone during my office hours. I will not return student phone calls for privacy and security reasons.

Plagiarism Policy

Plagiarism and other forms of scholastic dishonesty are serious offenses and can result in hefty penalties. If a paper is suspected of plagiarism, it must be initially reported to the Dean of Student Development; however, as the instructor of the course, I am usually the arbiter of determining what offense are deemed plagiarism or scholastic dishonesty within my course and discipline. Students are typically referred to the Dean of Student Development in my class for substantially quoting a word-for-word source without using quotation marks, failing to identify the author or origin of the idea for

paraphrased (summarized) text, and for submitting a document with over a 50% match on Turn-it-In for un-cited text. Students are responsible for properly citing sources within their papers, but exceptions to the policy might be made if evidence of unintentional plagiarism seems to exist (i.e. the professor or Dean determine such circumstances). If students plan to use writing from previous papers or assignments, they must first receive permission from me in writing and must reproduce enough revised or original work on the assignment to align themselves with the original work done by other students in the class; furthermore, if a student plans to expand or work on a project currently being done in another class, they must also receive written permission from that professor as well. Penalties for violating this policy are determined on a case-by-case basis and can range from penalties on the assignment to failure of the course. For more scholastic dishonesty procedures or plagiarism codes, please see the policy on the first page of this syllabus or the *Collin Student Handbook*.

Grading/Return Policy

My policy is generally to return major grades (worth 10% or more) at least two weeks after the assignment has been submitted, not including assignments accepted after the deadline or works to be rewritten. On rare occasions, there may be an exception to this return policy, but I will alert students immediately if such an occasion occurs. If you have not received an assignment by the two-week deadline, it is your responsibility to contact me with your concerns. It is sometimes the case that students have missed days when papers were returned or have missed an email indicating a change in the return date. A quick email or conversation with me can easily clarify the matter, so please don't hesitate to contact me with your concerns. All major essay assignments will contain comments. If you don't see your comments, it is your responsibility to alert me to the problem immediately. Canvas comments have frequently failed to show due to minor glitches in the system—a quick email to me can usually resolve these problems. Note: students are responsible for learning how to retrieve their grades and comments from Canvas; I will not return major grades by email or in class.

Classroom Conduct

I expect all students to be respectful of me and their classmates while attending one of my class sessions. As such, students should act civilly in my class and abide by the behavioral rules stipulated by Collin College in their student handbook. Failure to do so might result in being asked to leave the room. Cell phones, laptop computers, and other devices, if not being used for the class, may count as a distraction and may be viewed as disrespectful to your classmates and myself. Anything deemed as an unnecessary distraction can also be grounds for dismissal. Please be considerate of others when attending one of my classes.

Grade Redemption Policy

On rare occasions, students in breach of any of the above policies or grading criteria may request a second chance under the Grade Redemption Policy. Students may only qualify for this policy until mid semester or longer under extenuating circumstances. The policy is reserved for unusual and extreme situations (which will be determined by the instructor). If I deem your situation worthy of redemption, I will ask you to draw up a contract agreeing to our terms of redemption. If you violate any part of this contract, I have the authority to declare the contract broken and assign you an F for the class or the assignment. I also retain the right to declare the contract null-and-void at any point in the semester. This policy is NOT a right. Student contracts are only available at my discretion.

Hybrid Course Requirements

This course makes use of an online learning component provided by the Canvas platform, accessible by logging into CougarWeb with the ID and password provided by the college. Our Canvas section will house readings, handouts, grade-book(s), an assignment dropbox folder to submit essays, links to important websites and documents, and the class syllabus. You are required to visit this site before every class to access the schedule and check for important updates and announcements.

You will submit major essays and receive grades on them through this online platform and by using the assignment dropbox feature. Criteria for grading and regulating essays are the same as listed above. Assignments are due at 11:59PM on the day they are listed as due on the syllabus. **The essay you submit is your official submission, meaning NO deletions or multiple uploads, so only submit it if it is ready for my viewing.**

Late work may be subject to penalty. Students are also responsible for turning in assignments in an Office Word friendly format. If you encounter legitimate technical problems (error in the system) submitting on Canvas preventing you from making the deadline, you are responsible for contacting the help desk and copying the professor on the subsequent email chain as proof of the problem. Leniency will only be granted if a legitimate error has occurred. I do NOT consider being unfamiliar with Canvas a legitimate excuse. All students are responsible for learning to operate their instructional material and finding the means to access Canvas.

Note: the Canvas grade-book does NOT reflect your official grade for the class, but merely the average of your major essay grades—participation, attendance, the daily writing journal, lab, and the final exam will NOT be reflected in this grade-book.

Course Calendar:

Spring 2019

Canvas Platform = Canvas

The Norton Anthology of World Literature = NWL

Grendel = book

A Midsummer's Night Dream = book

January

Week 1

23—First Day!

- Class Introduction
- Review of Syllabus & Class Schedule
- Teaching World Literature & Understanding the Survey Approach
- Adaptation of Literary Works

Week 2

28— *The Odyssey*, Homer (8th century B. C. E.)

- Book I-VI, pp. 198-249 (NWL)

30— *The Odyssey*, Homer (8th century B. C. E.)

- Book VII-X, pp. 249-296 (NWL)

February

Week 3

4— *The Odyssey*, (8th century B. C. E.)

- Book XI-XV, pp. 296-359 (NWL)

6— *The Odyssey*, (8th century B. C. E.)

- Book XVI-XIX, 359-412 (NWL)

Week 4

11— *The Odyssey*, (8th century B. C. E.)

- Book XX-end, 412-466 (NWL)
- “Prophecy and Persons: Reading Character in the Odyssey,” John Peradotto (CP)

13— *The Epic of Gilgamesh* (ca. 1900-250 B. C. E.)

- Tablet I-II, pp. 38-50 (NWL)

Week 5

18— *The Epic of Gilgamesh* (ca. 1900-250 B. C. E.)

- Tablet III-V, pp. 50-62 (NWL)
- “Gilgamesh, Enkidu, and the Heroic Life,” Hope Nash Wolf (CP)

20— *The Epic of Gilgamesh* (ca. 1900-250 B. C. E.)

- Tablet VI-VIII-, pp. 62-72 (NWL)

Week 6

25— *The Epic of Gilgamesh* (ca. 1900-250 B. C. E.)

- Tablet IX-end, pp. 72-88 (NWL)

27— *Beowulf* (9th century)

- Prologue-The Fight with Grendel, pp. 891-909 (NWL)
- “Beowulf and The Critics,” J. R. R. Tolkien (CP)
- **Close Reading Assignment Due** (submit to Canvas by 11:59PM)

March

Week 7

4— *Beowulf* (9th century)

- Celebration at Heorot-Another Celebration at Heorot, pp. 909-931 (NWL)

6— *Beowulf* (9th century)

- Beowulf Returns Home -end, pp. 931-960 (NWL)

Spring Break Week

11— **Spring Break**

- No Class!

13— **Spring Break**

- No Class!

Week 8

18— *Norse Mythology*, Foster and Cummings and Review for Midterm (13th century)

- “The Hammer of Thor” (Canvas)
- “How Thor lost his Hammer” (Canvas)
- “The Punishment of Loki” (Canvas)
- “The Twilight of the Gods” (Canvas)

20— **Midterm Exam!**

- Midterm
- Arrive on time for class
- Bring blue-book/paper and writing supplies

Week 9

25— *Grendel*, Gardner (20th century)

- Chapters 1-4 (book)

27— No Face-to-Face Class Meeting

- No class
- Attending AWP conference
- Extra credit opportunity to be announced

April

Week 10

1— *Grendel*, Gardner (20th century)

- Chapter 5-8 (book)

3— *Grendel*, Gardner (20th century)

- Chapter 9-12 (book)

Week 11

8— *Hamlet*, William Shakespeare (1564-1616)

- Act 1, pp. 1805-1827 (NWL)

10— *Hamlet*, William Shakespeare (1564-1616)

- Act 2-3, pp. 1828-1866 (NWL)

Week 12

15— *Hamlet*, William Shakespeare (1564-1616)

- Act 4-end, 1867-1900 (NWL)

17— *Midsummer Night’s Dream*, William Shakespeare (1564-1616)

- Act 1-2 (book)
- Read excerpt from *Hamlet in Purgatory* by Stephen Greenblatt (CP)

Week 13

22— *Midsummer Night's Dream*, William Shakespeare (1564-1616)

- Act 3-4 (book)

24— **Collin College Undergraduate Interdisciplinary Conference**

- Schedule of conference to be provided
- Extra credit opportunities for attending sessions
- *No face-to-face class meeting on this date*

May

Week 14

29— *Midsummer Night's Dream*, William Shakespeare (1564-1616)

- Act 5 to end (book)

1— *Midsummer Night's Dream*, William Shakespeare (1564-1616)

- Act 5 to end (book)
- **Proposal Due** (submit to Canvas dropbox by 11:59PM tonight)

Week 15

6— Group Presentations

- First round of presentations
- Consult registration sheet for due date
- No assigned readings for the day
- **Group Presentations Due**

8— Final Exam Review and Group Presentations

- Bring notes and textbooks to class
- **Continue on remaining presentations**
- **Research Paper Due** (submit to Canvas dropbox by 11:59PM tonight)

Week 16

13— **Final Exam:**

Monday, May 13th
Room B214
10:00-12:00PM