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## World Literature II

Sean Ferrier-Watson Dr.  
*Collin College*

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**COLLIN COLLEGE  
COURSE SYLLABUS**

Course Information
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**Course Number:** ENGL 2333

**Course Title:** World Literature II

**Course Description:** A survey of world literature from the seventeenth century to the present. 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:**

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:**

6. 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*

- **The College District may initiate disciplinary proceedings against a student accused of scholastic dishonesty.**
- Scholastic dishonesty may involve, but is not limited to, one or more of the following acts: cheating, **plagiarism**, collusion, use of annotated texts or teacher's editions, use of information about exams posted on the Internet or electronic medium, and/or falsifying academic records.
- **Collin faculty are required to report alleged violations of scholastic dishonesty** to the Dean of Student Development, who then investigates the case, and renders an administrative decision.
- **Faculty are not allowed to assign a grade to the work in question** until the Dean of Student Development renders a decision
- **Students found responsible for scholastic dishonesty offenses will receive an authorized disciplinary penalty from the office of the Dean of Student Development.**
- **Additionally, students found responsible for scholastic dishonesty will be assigned a penalty in this class that ranges from a grade of "F" on the assignment to a grade of "F" for the course**

**Americans with Disabilities Act:**

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 opportunity. It is the student's responsibility to contact the ACCESS office, SCC-G200 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 2:30-3:30PM

TR 9-11:00AM

or by appointment

**Phone Number:** 972-516-5053

**Email:** sferrier-watson@collin.edu

**Website:** WebCT/Canvas and [www.seanferrierwatson.wordpress.com](http://www.seanferrierwatson.wordpress.com)

### Class Information:

**Section Number:** 2333.S1H

**Meeting Times:** TR 11:30-12:45PM

**Meeting Location:** SCC D118

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

**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:*

Baum, L. Frank. *The Wonderful Wizard of Oz*. Dover Publications, 1960. ISBN: 0-486-20691-2.

Carroll, Lewis. *Alice's Adventures in Wonderland*. Dover Publications, 1993. ISBN: 0-486-27543-4.

Collodi, Carlo. *Pinocchio*. Sterling Children's Books, 2014. ISBN: 1-454-91220-0.

R. A. Rey. *Curious George*. ISBN: 9780395150238.

Hoffmann, Heinrich. *Struwwelpeter*. Dover Publications, 1995. ISBN: 0-486-28469-7.

McKissack, Patricia C. *The Dark Thirty: Southern Tales of the Supernatural*. Yearling, 2001. ISBN: 978-0-679-89006-5

Montgomery, Lucy Maud. *Anne of Green Gables*. Dover Publications, 2000. ISBN: 0-486-41025-0.

Cline, Ernest. *Ready Player One*. Random House, 2011. ISBN: 978-0307887443.

Rowling, J. K. *Harry Potter and the Sorcerer's Stone*. Scholastic, 1999. ISBN: 0-590-35342-X.

Tatar, Maria, ed. *The Classic Fairy Tale*. Norton, 1999. ISBN: 0-393-97277-1.

Tolkein, J. R. R. *The Hobbit or There and Back Again*. Houghton Hifflin Company, 2001. ISBN: 0-618-26030-7.

Yang, Gene. *American Born Chinese*. Square Fish, 2008. ISBN: 9780312384487

Borden, Louise. *The Journey That Saved Curious George*. HMH, 2010. ISBN: 978-0547417462.

#### *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 four weeks of class sessions, 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 (three tardies equal one missed class). This policy also applies to leaving early unannounced. 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.

#### *Critical Response Essays 10%*

Critical Response Essays are designed to provide you with an opportunity to reflect on your ideas about the text(s) we are reading for class. We will have four of these essays over the course of the semester. These essays should be typed and should not exceed three double spaced pages (12' in Times New Roman or similar font) or fall below two pages. These essays are generally graded credit or no credit. I am NOT looking for overly polished writing on these essays. They can be fairly informal, but I don't want just a summary of the text either. I am interested in hearing your ideas! These essays are designed to provide an opportunity for you to demonstrate that you are doing the reading and have ideas that can be transformed into a research paper or presentation. Due dates are listed on the schedule below. You may not turn in one of these essays more than two weeks late without receiving permission from me. A substitution meeting for one of these essays is an optional available to the whole class (more to come on this during our class sessions).

#### *Presentation or Teaching Module 10%*

Each student will work with their assigned group to give a ten minute presentation based on the readings we are doing for class. These presentations can take two forms: a teaching demonstration for one of our books or a presentation of a scholarly argument about one or more of the text(s) we are reading. I strongly suggest you use the presentation as a precursor for your research paper (i.e., select a topic that will fit both the proposal and final paper directions). I will try to assign you to a group with similar research interests. You will need to find at least two source for the presentation, which should be clearly mentioned during the presentation or submitted as part of a handout. If you are doing a teaching presentation, you should treat the presentation as a lesson you would give to a class. These presentations must be between fifteen to twenty minutes long to receive full credit. You will also need some sort of visual aid to enhance the presentation (power point, poster, handout, etc.) A rubric and registration sheet will be provided as the presentation dates near. I will provide more information about the presentations at that time.

#### *Proposal 5%*

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.

### *Creative Adaptation Assignment 25%*

Literature often inspires art and politics. We see literature affecting public interest on ethical issues and providing introspection and discussion on complex philosophical dilemmas. Literature has inspired paintings, music, and movies, and it has recorded and challenged the histories and identities of great nations. For this assignment, students will attempt to use the literature we are reading to create pieces of art or to produce works with professional implications. Students may explore the following mediums: short film/documentary, visual art, spoken performance, web design, short story or poetry, or conventional research writing. Depending on the situation, students may need to produce written explanations or other such accounts to authenticate their work. Short stories and poetry must consist of at least four double spaced pages. Details for this assignment will be released early in the semester. Rubrics are provided or will be provided on our class websites. If you are doing a performance piece, you will need to speak with me to plan a date.

### *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 students knowledge of material discussed within the months and weeks before the exam. 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. A brief section containing short answer questions or fill in the blank will also be given.

### *Research Paper 25%*

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 four secondary sources and only two may come from our class schedule of readings). These sources should all be peer reviewed and obtained from our library's databases, specifically from Project Muse or JSTOR. Other sources used will have to be pre-approved by the instructor via the proposal. The minimum length for this assignment is five pages (1,700 words), double spaced, and formatted in accordance with MLA or APA citation style (other citation styles may be used with permission). See options below for the assignment prompt (you will need to select one of these options to write about).

- 1) *Adapting Fairy Tales*: Fairy tales are almost naturally in a state of constant adaptation—they are all retellings of a retelling. We have studied this folk tradition of fairy tales in the earlier half of the semester, and we have discussed modern attempts to adapt these fairy tales (i.e. film, picture books, comic books, etc.). Write a research paper analyzing a particular adaptation of a well know fairy tale into a new medium and explain what has been lost or gained through the process of adaptation. You may need to do some historical research. Try to answer the following questions in your paper: What did the artist and company adapting this tale have in mind for the finished project? What did they want to accomplish with their story? What values did they want to teach? How did they change the narrative? Did they change things they shouldn't have? Why? What unintended or hidden meanings might surface in this adaptation? Finally, why does this fairy tale continue to endure and did the adaptation help or hinder the original meaning of the fairy tale?
- 2) *Finding Childhood*: We have discussed the ambiguous and seemingly relative nature of childhood over the course of the semester. Depending on the time period and culture, childhood has meant something very different. Using one or a select group of texts from our reading, form an argument based on these texts for what childhood must have meant to that culture and time period in history. Try to answer the following questions in your paper: How should we define childhood? What constitutes a child in the history or culture the literary work you are studying is from? Why do scholars seem to debate the relativity of childhood?
- 3) *Teaching Literature to Children*: Finding texts that engage children and teaching them well can be a difficult task. Literary classics like *The Wonderful Wizard of Oz* and *Alice's Adventures in Wonderland* might hold more appeal today for scholars and adults than children, but the right approach to teaching these and more contemporary texts could make all the difference in the classroom. Using research from reliable education journals, and possibly other scholarly sources, write a paper on the best way to teach literature to children,

particularly some of the literature we have look at in this class. Try to answer the following questions in your paper: What literature is appropriate or important for children to read and learn about in school? How can you teach this literature effectively? What literature is appropriate for what age levels?

- 4) *Picturing the Picture Book*: We have studied quite a few picture books this semester, gaining an understanding of their historical significance and literary value, but the true power of a picture book is often housed in the reader's ability to analyze visual messages and metaphors within the work. Select one or more picture books and analyze the work(s)' metaphorical content and how that content is transmitted through visual rhetoric and artistic ingenuity. Try to answer the following questions: What is the interplay between written text and image? What style does the illustrator employ to shape the message of the book? Are there hidden message buried deep within the images of these books?
- 5) *Open Topic*: Choose your own topic and theoretical approach for your research paper. You may select any book that qualifies as children, adolescent, or young adult literature. The project must receive my approval at the proposal stage before going forward.

### **Late Policy**

I will allow for late research papers to be submitted to Canvas, but exams, participation grades, and other assignments cannot be made up under normal circumstances. If late work is submitted and accepted, I will deduct some points as a penalty, varying based on the amount of time over the due date. Penalties can become substantial after two weeks after the deadline (i.e., 30% deduction or more). 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; however, I will decide what situations warrant an early exam or make up assignment. Late work is due by the last class day of the semester under normal circumstances. I will not take late work after this date unless extreme circumstances warrant such an extension (see Redemption Policy).

### **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. Students can even receive point deductions and other penalties for failure to engage in careful research conventions like citation and proper contextualization of source material. For more scholastic dishonesty procedures or plagiarism codes, please see the policy on the first page of this syllabus or the *Collin Student Handbook*.

### **Late Enrollment Policy**

To be fair to students who enrolled and attended class on the first week, any student who enrolls late or misses the first few days of class (or longer) will still be subject to our class policies and unable to make up assignments due during this interval. In rare circumstances, the student may petition under the Grade Redemption Policy for an exception, provided the situation would warrant a grade redemption contract under normal circumstances.

### **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.

### **Extra Credit Policy**

Extra credit is offered periodically throughout the semester on some minor and major grades. Opportunities for extra credit will vary throughout the semester. Students can only earn extra credit up to 100% in each gradable category.

### **Canvas 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:**

**Fall 2018**

CV=Canvas

NR=Norton

Nvl= Novel

History of Fairy Tales=Once Upon a Time: A Brief History of Fairy Tale

Ch=chapters

***Fairy Tales***

**August**

Week 1

28—First Day

**September**

18—Critical Response Essay #1 in class today

**October**

9—Critical Response Essay #2 in class today

23—Due date for Creative Adaptation Assignment

30—Critical Response Essay #3 in class today

**November**

Week 10

13—Proposal Due in Canvas (11:59PM)

15—Critical Response Essay #4 in class today

23— Thanksgiving Holiday!

**December**

9—Research Paper due Friday, Dec. 9, at 11:59PM

Week 16

13—Final Exam:

**Thursday, December 13th  
SCC D118  
@11:30-1:30PM**