

ENGL 2332.1H1: Survey of World Literature to 1650

Time and Location:

MW(F) 10:30-11:20, Bullock 225 (Most Fridays will be online)

Instructor: Dr. Ula Klein

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Office Hours: M 11:30-1:30; T 9:30-11:30; W 5:00-6:00; F 10:30-11:30

Course Description:

This course intends to familiarize students with various traditions in world literature and to give them an understanding of the inter-relatedness of cultures and civilizations. The historical period that the course covers goes from the origins of literature in the ancient world to 1650. The course is not only Writing-intensive (WIN), but also reading-intensive, so please be prepared to reserve between 5 and 10 hours every week for reading and writing requirements of the course. We will meet twice a week, reserving the third class period for your contributions to the weekly forum discussions on BLACKBOARD and other activities. As Honors students, you are expected to excel in your performance well above the average level of your class. The requirements to pass this course are significantly more intense than standard, non-WIN, non-Honors courses, both because of the amount of readings required and the quality of the work expected from students. Students are expected to deploy a higher order of thinking and produce more sophisticated writing than equivalent courses in the discipline.

What is needed for this course:

1. David Damrosch & Pki, David. L., Eds. *Longman Anthology of World Literature*. New York: Longman, 2009. Print. 0205625932
Volume 1A: *The Ancient World*
Volume 1B: *The Medieval Era*
Volume 1C: *The Early Modern Period*
2. Two (2) green books for mid-term and final exams.
3. Supplementary PDFs online
4. All students must have a working TAMIU e-mail address.
5. Access to a computer and the internet for writing essays and submitting assignments electronically.

Recommended Text:

6. Hacker, Diana and Nancy Sommers. *A Pocket Style Manual*. 7th ed. Boston: Bedford/St. Martin's, 2012. Print. 1-4576-0239-3

Student Learning Outcomes (SLOs): Upon successful completion of this course, students will be able to:

1. identify major and minor works in the various periods by title and author;
2. analyze the cultural, social, and historical aspects of World Literature to 1650;
3. perform close readings of the various texts;
4. make connections between literary periods, writers, writings, and themes; and
5. compose texts that effectively address purpose, style, and content. (This includes: clear focus, structurally unified development of ideas, appropriate rhetorical style and visual style, correct use of Standard American Academic English (SAAE), and appropriate and ethical use of primary and secondary sources.)

Core-Curriculum Objectives (CCOs):

1. Critical Thinking Skills: includes creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. (SLOs # 1, 2, 3, 4, 5)

2. Communication Skills: includes effective development, interpretation and expression of ideas through written, oral and visual communication. (SLOs # 2, 3, 5)
3. Personal Responsibility: includes the ability to connect choices, actions and consequences to ethical decision-making. (SLOs # 2, 4, 5)
4. Social Responsibility: includes intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities. (SLOs # 1, 2, 4, 5)

Important Dates:

First Class Day: Wednesday, August 22

Last Day to Drop Without Record: September 6

Mid-point of the Semester: October 20

Last Day to Drop a Course or to Withdraw from the University: November 16

Thanksgiving Break: November 22 - 25

Last Class Day: December 4

Final Exam: Wed., Dec. 6 @ 10:30am

Writing Requirements and Grade Values: The work for this course is carefully sequenced and grows out of ongoing classwork as well as class participation/discussion. Staying on top of the assignments, doing them seriously, and being prepared for class is crucial for student success in this course. Students should come prepared with all relevant texts and on time every day. The following will allow students to have a basis for how grades will be calculated in this course.

1. 15 % – Project #1
2. 15 % – Project #2
3. 25 % – Project #3/Final Paper
4. 10 % – Mid-term Exam (at least 50% of which is a written component)
5. 15 % – Final Exam (at least 50% of which is a written component)
6. 10 % -- BLACKBOARD Discussion Forums
7. 10% -- In-class participation, homework, quizzes (if necessary)

****If any component of the required coursework is missing, it will be impossible for students to pass this course.****

Required Coursework: In order to meet the course objectives, students will have the following opportunities:

- Essays: Students will write 2 shorter literary analysis papers (Projects #1 and 2) and one longer literary analysis paper with outside sources (Project #3/Final Paper). Project #1 and #2 will be 4-5 pages in length; the final research paper, which builds on one or both of the earlier papers, should be 7-8 pages in length (using standard Times New Roman, 12 pt font, and 1” margins in MLA style). All papers must have a Works Cited page (which does not count towards the page count). Detailed instructions for each paper will be available on Blackboard along with TurnItIn dropboxes for drafts, peer edits, and final drafts.

Over the course of the class, the goal is to build a research-based essay in stages so that students will be able to analyze and thereby understand an overarching aspect (e.g., theme, cultural value, genre, etc.) that links the texts to one another and from which emerges some aspect of *the global literary tradition*. The assignments and projects are designed to help students build up from intermediate to advanced literary analysis skills; therefore, each part of each project is considered to be a crucial part of the course and a requirement for successfully completing the course.

- Exams: There will be a mid-term exam, covering all assigned readings up to mid-term; there will be a comprehensive final exam. Students must provide their own “green-books” for the mid-term and final

exams. The instructor reserves the right to examine the exam booklets prior to administering the exams. There also may be pop quizzes in class or on-line on assigned readings—as needed.

- **Blackboard Discussion Posts**: As this course is designated “hybrid,” most Fridays will be dedicated to online discussion of that week’s course materials. Participation in the discussion boards is mandatory. All students are expected to submit to the forum discussions on Blackboard one main post and two responses to other posts every week. Detailed instructions for the Blackboard discussion posts can be found on Blackboard under Content. Please note, some weeks may have Friday meetings (like the first week of classes), and other weeks might alternate the day of the hybrid meeting. **Please consult your syllabus frequently.**

- **Reading & Participation**: The course will be a mix of lecture and instructor-led class discussion. Students are expected to have done the assigned reading for the day (as per the schedule at the end of this syllabus) and to have read **actively**, highlighting, underlining, and taking notes as he/she reads.

Students should come prepared to class (with laptop or pen and notebook for taking notes, relevant books/handouts/readings); should have read the assigned texts ahead of time; and should raise their hands and contribute actively to course discussions. Coming to class on time, being present for class, not leaving early, and participating actively and enthusiastically in any in-class group work or in-class writing will count positively towards your grade. Failure to do these things will affect your grade negatively. **Participation in class discussions is a requirement of the course.**

- **Homework**: In addition to the reading and writing assignments designated on the course schedule, students will be expected to prepare a Reading Response which will help to stimulate class discussion. Please make sure to read the prompt for each day’s reading before doing the reading, as the directions and questions in that prompt should help you with how to read and understand the text. You will be called on in class at random to share your insights. Occasionally, the Reading Responses may be collected for grading. Thoughtful, on-topic answers will gain you participation points; off-topic answers or lack of preparation or an answer will lose you points.

Evaluation: The most important consideration for all essays is content (argument, structure, secondary sources, primary source explication); however, grammar and usage are also important because 1) a person’s literacy is often judged according to the number of distracting sentence errors that appear in writing, and 2) if writers have too many grammatical, mechanical, or usage errors, they will fail to communicate effectively. Therefore, students will need to have achieved control of Standard American Academic English. If a student has too many major grammatical errors (more than 4 errors per page), it will be difficult to earn a grade higher than a C.

- **Final Grades**: Grades in this class are based upon the usual A, B, C, D, or F scale. Exams will be worth 100 points, but the mid-term is 10% of the course grade, and the final exam is 15% of the course grade.

- **Late Papers**: Regardless of the assignment, deadlines are deadlines. However, it is better for a student to turn-in an assignment late than not at all, for a missing assignment at the end of the semester will result in failure to complete the course requirements. Since most of the writing in this course will be submitted electronically, there really is no excuse for late or missing work due to absence unless there is an extreme circumstance—or a sudden, serious situation—that prevents a student from meeting a deadline. In such cases, the student should communicate with the instructor so that a solution to the problem can be found. A student may request an extension by communicating with the instructor, in person or via e-mail, a MINIMUM of 48 hours in advance, but the granting of an extension is dependent upon the circumstances.

If an essay is turned in late without prior, approved negotiation, the essay will be lowered a letter grade for each day's delay, and a student has up to three (3) days (including weekends) to present the late work. Work submitted after three (3) days late will receive an automatic '0' for a grade but will help prevent the student's AUTOMATIC failure of the course. If a student does not submit the missing work within ten (10) days of the assignment due date, the student will earn an AUTOMATIC "F" in the course. **Regardless of the reason, students MUST be in touch with the professor with regards to late papers.**

IMPORTANT!!! Students MUST turn in all required assignments in order to be eligible to pass the class. It is possible, therefore, to fail a class at any time during the semester by failing to turn in an assignment.

***The instructor reserves the right to add additional assignments as needed and to modify all assignments and the reading schedule as needed.**

Other Policies:

Office Hours: You are welcome and encouraged to visit me as frequently as you wish during office hours. Appointments generally last for 15 minutes. I do expect you to come prepared to speak to me about something specific (part of the text you're having problems with, questions about a class discussion, a specific issue with a paper or paper draft), and I expect students to come with all class notes, relevant paper/books, as well as a pen/pencil/laptop and notebook for taking notes during our meeting. If you cannot see me during office hours, email me to set up a time that is more convenient for you. **Coming to office hours is the best way to improve on papers in the class.**

Email: Our primary way of communicating out of class will be via Blackboard messages; that said, students should understand that messages/email are **a last resort**. I strongly encourage students to see me in my office in person for questions regarding the text, clarifications about homework, absences, quizzes, grades & grading methods, and papers.

Email should ONLY be used in the following instances: 1) to make an appointment; 2) to communicate an impending, legitimate absence and to make a makeup appointment if a quiz was missed; 3) to communicate a technological issue in Blackboard or TurnItIn relating to dropboxes or missing assignments/readings. If you are having trouble with your account in general, please SEE OIT; 4) I have asked you to email me.

When you email a professor, please make sure to use proper spelling, punctuation, grammar, and capitalization. Use a formal form of address. Start the email with "Dear Professor Klein" or "Dear Dr. Klein," and finish the email with, "Sincerely, Your Name" or "Best, Your Name."

Help with Papers: You are strongly encouraged to go to the Writing Center for extra help with papers AND to meet with me before papers are due AND after you receive your graded papers. I expect improvement with each paper, so if you are unclear on how to improve, do not wait—please see me.

Paper Formatting: All papers should use proper MLA formatting. Use the Purdue OWL website, the Hacker handbook, and/or the MLA Handbook for formatting rules.

Attendance & Dismissal: I expect students to arrive ahead of the class time (10:30am) and to be in their seats and ready to participate in class by the time class begins. Tardiness is not tolerated, and it is expected that you will not leave the classroom unless you are ill or in an emergency situation. **Do not pack up at the end of class until you are dismissed.** If you do need to use the restroom or your phone during class, it is **not necessary** to ask my permission. Simply leave and come back as quickly and

quietly as possible—however, leaving the class frequently or every class will count against you if it persists.

Phones: **I do not allow the use of cellphones in my class for any reason whatsoever.** I do not wish to even see a phone on your desk, in your hand, etc. You will get one warning if I see your phone out during class. After that, I will ask you to leave class, and you will be marked as absent, unexcused. If you have an emergency situation that requires you to have access to your phone, please speak to me before class.

Food and Drink: I do not allow food in my classroom—unless you wish to bring a snack to share with the class. Otherwise, please finish eating before class begins and refrain from bringing fragrant or strong-smelling foods into the classroom. Drinks are allowed as long as they have a cap or lid on them to prevent spills.

Attendance and Tardiness: If there are extreme circumstances—or a sudden, serious situation—that prevents a student from arriving to class on time, the student should communicate with the instructor so that a solution to the problem can be found.

Tardiness: Tardiness is extremely disruptive to the flow of class. You will be allowed one tardy—with a warning. The next time you are tardy, you will be asked to leave the class.

Absences: If students have excessive, unexcused absences from class, they will fail this course. “Excessive unexcused absences” are determined as follows: four (4) or more in a MW or TR course, **five (5) or more in a MWF course**, and three (3) or more in a MTWR summer course.

If students have missed the respective number of classes before the final date of withdrawing from courses, then they must initiate their own withdrawal from the course in the Registrar’s Office to avoid earning an “F” in the course. Instructors do not drop students. NOTE: By Texas law, students may not withdraw from (or receive a “W” in) more than 6 total courses unless they qualify for certain exemptions to the law.

COAS Policy: All absences are considered unexcused until and unless the student persuades the instructor that the absence merits being excused. Instructors may require documentation. Acceptable excuses include, but are not limited to:

1. Participation in University sponsored activity at the request of University Authorities;
2. Death or major illness in a student’s immediate family;
3. Illness of a dependent family member;
4. Participation in legal proceedings or administrative procedures that require a student’s presence;
5. Religious holy days;
6. Required participation in military duties;
7. Mandatory admission interviews for professional or graduate school which cannot be rescheduled; and
8. Doctor visits that can not be rescheduled or that require travel.

If a student misses class, it is the student’s responsibility to meet with the instructor to discuss anything that was missed. If a student misses class when an assignment is due, the student must still submit the work (see “Late Papers” policy above).

Attendance Policy for Students Involved in University Events: Often students who participate in sporting events, musical programs, or other university sanctioned activities miss class more than the

required number of absences allowed for other students. **These students must produce written documentation prior to leaving class for such events. All assignments are still due on the dates assigned in the syllabus.** Students with documented “excused” absences due to university sanctioned events must notify and negotiate due dates for any other writing assignments done in-class. This policy is in effect to maintain equity among students.

MY POLICY: If you have a serious, legitimate reason for missing class (see below), you may email me the day of class to explain your absence. If there was a quiz that day, you may in your email request to makeup the quiz. The quiz can only be made up within 48 hours of missing it. If you do not email me within 24 hours of your absence (you may email me before class, of course), your absence will be considered UNEXCUSED, even if it is from the list below. You should plan to get the notes from class from a classmate. **Deadlines for paper do not change due to absences unless the student has followed the steps described in the “late papers” section above.** Papers that are turned in to TurnItIn on the day that a student has missed class for a LEGITIMATE reason (again, see below) will be counted “on time.”

**Policies of the College of Arts and Sciences
(Required on all COAS Syllabi / Last Revised: August 7, 2017)**

Classroom Behavior

The College of Arts and Sciences encourages classroom discussion and academic debate as an essential intellectual activity. It is essential that students learn to express and defend their beliefs, but it is also essential that they learn to listen and respond respectfully to others whose beliefs they may not share. The College will always tolerate diverse, unorthodox, and unpopular points of view, but it will not tolerate condescending or insulting remarks. When students verbally abuse or ridicule and intimidate others whose views they do not agree with, they subvert the free exchange of ideas that should characterize a university classroom. If their actions are deemed by the professor to be disruptive, they will be subject to appropriate disciplinary action, which may include being involuntarily withdrawn from the class.

Student Absences

Students are expected to attend class and to complete all assignments. It is the student’s responsibility to communicate absences with his/her professor.

According to University policy, acceptable reasons for an absence, which cannot affect a student’s grade, include:

- Participation in an authorized University activity.
- Death or major illness in a student’s immediate family.
- Illness of a dependent family member.
- Participation in legal proceedings or administrative procedures that require a student’s presence.
- Religious holy day.
- Illness that is too severe or contagious for the student to attend class.
- Required participation in military duties.
- Mandatory admission interviews for professional or graduate school which cannot be rescheduled.

The student is responsible for providing satisfactory evidence (i.e., physician note, medical release, etc.) to the faculty member within seven calendar days of his/her absence and return to class. He/she must substantiate the reason for absence. If the absence is excused, the faculty member must either provide the student with the opportunity to make up the exam or other work missed or provide a satisfactory alternative to complete the exam or other work missed within 30 calendar days from the date of absence.

Students who miss class due to a University-sponsored activity are responsible for identifying their absences to their faculty member(s) with as much advance notice as possible. If an off-campus licensed

physician provides evidence of a student's illness, the written excuse, orders or documentation must contain the date and time of the doctor's appointment, the prognosis of illness, doctor's opinion and recommendations for the individual student. In addition, the notice should outline whether or not the student is able to attend class. If a physician determines that the student is not ill, he or she will not receive an excused absence. If absence is not an excused absence, the faculty member will decide whether makeup work will be allowed. In some courses, attendance and in-class participation are ongoing requirements and an integral part of the work of the course. In other courses, occasional in-class assessments may occur, sometimes without advance notice. It is the responsibility of the faculty member to inform each class at the beginning of the semester of the in-class participation expected and the effect that absences will have on the student's evaluation of work in the course.

Plagiarism and Cheating

Plagiarism is the presentation of someone else's work as your own. It occurs when you:

- 1) **Borrow** someone else's facts, ideas, or opinions and put them entirely in your own words, you must acknowledge that these thoughts are not your own by immediately citing the source in your paper. Failure to do this is plagiarism.
- 2) **Borrow** someone else's words (short phrases, clauses, or sentences), you must enclose the copied words in quotation marks as well as citing the source. Failure to do this is plagiarism.
- 3) **Present** someone else's paper or exam (stolen, borrowed, or bought) as your own, you have committed a clearly intentional form of intellectual theft and have put your academic future in jeopardy. This is the worst form of plagiarism.

Here is another explanation from the 2010, sixth edition of the *Manual of The American Psychological Association* (APA):

Plagiarism: Researchers do not claim the words and ideas of another as their own; they give credit where credit is due. Quotations marks should be used to indicate the exact words of another. *Each* time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you need to credit the source in the text.

The key element of this principle is that authors do not present the work of another as if it were their own words. This can extend to ideas as well as written words. If authors model a study after one done by someone else, the originating author should be given credit. If the rationale for a study was suggested in the Discussion section of someone else's article, the person should be given credit. Given the free exchange of ideas, which is very important for the health of intellectual discourse, authors may not know where an idea for a study originated. If authors do know, however, they should acknowledge the source; this includes personal communications. (pp. 15-16)

Consult the Writing Center or a recommended guide to documentation and research such as the *Manual of the APA* or the *MLA Handbook for Writers of Research Papers* for guidance on proper documentation. If you still have doubts concerning proper documentation, seek advice from your instructor prior to submitting a final draft.

- **Penalties for Plagiarism:** Should a faculty member discover that a student has committed plagiarism, the student should receive a grade of 'F' in that course and the matter will be referred to the Honor Council for possible disciplinary action. The faculty member, however, may elect to give freshmen and sophomore students a "zero" for the assignment and to allow them to revise the assignment up to a grade of "F" (50%) if they believe that the student plagiarized out of ignorance or carelessness and not out of an attempt to deceive in order to earn an unmerited grade. This option should not be available to juniors, seniors, or graduate students, who cannot reasonably claim ignorance of documentation rules as an excuse.
- **Caution:** Be very careful what you upload to Turnitin or send to your professor for evaluation. Whatever you upload for evaluation will be considered your final, approved draft. If it is plagiarized, you will be held responsible. The excuse that "it was only a draft" will not be accepted.

- ***Caution:*** Also, do not share your electronic files with others. If you do, you are responsible for the possible consequences. If another student takes your file of a paper and changes the name to his or her name and submits it and you also submit the paper, we will hold both of you responsible for plagiarism. It is impossible for us to know with certainty who wrote the paper and who stole it. And, of course, we cannot know if there was collusion between you and the other student in the matter.
- ***Penalties for Cheating:*** Should a faculty member discover a student cheating on an exam or quiz or other class project, the student should receive a “zero” for the assignment and not be allowed to make the assignment up. The incident should be reported to the chair of the department and to the Honor Council. If the cheating is extensive, however, or if the assignment constitutes a major grade for the course (e.g., a final exam), or if the student has cheated in the past, the student should receive an “F” in the course, and the matter should be referred to the Honor Council. Under no circumstances should a student who deserves an “F” in the course be allowed to withdraw from the course with a “W.”
- ***Student Right of Appeal:*** Faculty will notify students immediately via the student’s TAMIU e-mail account that they have submitted plagiarized work. Students have the right to appeal a faculty member’s charge of academic dishonesty by notifying the TAMIU Honor Council of their intent to appeal as long as the notification of appeal comes within 10 business days of the faculty member’s e-mail message to the student. The *Student Handbook* provides more details.

Use of Work in Two or More Courses

You may not submit work completed in one course for a grade in a second course unless you receive explicit permission to do so by the instructor of the second course.

UConnect, TAMIU E-Mail, and Dusty Alert

Personal Announcements sent to students through TAMIU’s UConnect Portal and TAMIU E-mail are the official means of communicating course and university business with students and faculty – not the U.S. Mail and no other e-mail addresses. Students and faculty must check UConnect and their TAMIU e-mail accounts regularly, if not daily. Not having seen an important TAMIU e-mail or UConnect message from a faculty member, chair, or dean is not accepted as an excuse for failure to take important action. Students, faculty, and staff are encouraged to sign-up for *Dusty Alert* (see www.tamtu.edu). *Dusty Alert* is an instant cell phone text-messaging system allowing the university to communicate immediately with you if there is an on-campus emergency, something of immediate danger to you, or a campus closing.

Copyright Restrictions

The Copyright Act of 1976 grants to copyright owners the exclusive right to reproduce their works and distribute copies of their work. Works that receive copyright protection include published works such as a textbook. Copying a textbook without permission from the owner of the copyright may constitute copyright infringement. Civil and criminal penalties may be assessed for copyright infringement. Civil penalties include damages up to \$100,000; criminal penalties include a fine up to \$250,000 and imprisonment.

Copyright laws do not allow students and professors to make photocopies of copyrighted materials, but you may copy a limited portion of a work, such as an article from a journal or a chapter from a book for your own personal academic use or, in the case of a professor, for personal, limited classroom use. In general, the extent of your copying should not suggest that the purpose or the effect of your copying is to avoid paying for the materials. And, of course, you may not sell these copies for a profit. Thus, students who copy textbooks to avoid buying them or professors who provide photocopies of textbooks to enable students to save money are violating the law.

Students with Disabilities

Texas A&M International University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations and

guidelines with respect to providing reasonable accommodations as required to afford equal education opportunity. It is the student's responsibility to register with the Director of Student Counseling and to contact the faculty member in a timely fashion to arrange for suitable accommodations.

Student Attendance and Leave of Absence (LOA) Policy

As part of our efforts to assist and encourage all students towards graduation, TAMIU provides LOA's for students, including pregnant/parenting students, in accordance with the Attendance Rule (Section 3.24) and the Student LOA Rule (Section 3.25), which includes the "Leave of Absence Request" form. Both rules can be found in the TAMIU Student Handbook

(URL: <http://www.tamiau.edu/studentaffairs/StudentHandbook1.shtml>).

Pregnant and Parenting Students

Under Title IX of the Education Amendments of 1972, harassment based on sex, including harassment because of pregnancy or related conditions, is prohibited. A pregnant/parenting student must be granted an absence for as long as the student's physician deems the absence medically necessary. It is a violation of Title IX to ask for documentation relative to the pregnant/parenting student's status beyond what would be required for other medical conditions. If a student would like to file a complaint for discrimination due to his or her pregnant or parenting status, please contact the TAMIU Title IX Coordinator (Lauren A. Jones, J.D., 5201 University Boulevard, KL 159B, Laredo, TX 78045, TitleIX@tamiau.edu, 956.326.2857) and/or the Office of Civil Rights (Dallas Office, U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810, 214.661.9600).

The University advises a pregnant or parenting student to notify his or her professor once he or she is aware that accommodations for such will be necessary. It is first recommended that the student and professor attempt to work out the reasonable accommodations with each other. The Office of Student Conduct and Community Engagement (Mayra Hernandez, MGHernandez@tamiau.edu) can assist the student and professor in working out the reasonable accommodations. In the event that a student will need a leave of absence for a substantial period of time from the University, the University urges the student to consider a Leave of Absence as outlined in the Student Handbook. As part of our efforts to assist and encourage all students towards graduation, TAMIU provides LOA's for students, including pregnant/parenting students, in accordance with the Attendance Rule and the Student LOA Rule. Both rules can be found in the TAMIU Student Handbook (<http://www.tamiau.edu/scce/studenthandbook.shtml>).

Incompletes

Students who are unable to complete a course should withdraw from the course before the final date for withdrawal and receive a "W." To qualify for an "incomplete" and thus have the opportunity to complete the course at a later date, a student must meet the following criteria:

- 1) The student must have completed 90% of the course work assigned before the final date for withdrawing from a course with a "W", and the student must be passing the course;
- 2) The student cannot complete the course because an accident, an illness, or a traumatic personal or family event occurred after the final date for withdrawal from a course;
- 3) The student must sign an "Incomplete Grade Contract" and secure signatures of approval from the professor and the college dean.
- 4) The student must agree to complete the missing course work before the end of the next long semester; failure to meet this deadline will cause the "I" to automatically be converted to an "F"; extensions to this deadline may be granted by the dean of the college.

This is the general policy regarding the circumstances under which an "incomplete" may be granted, but under exceptional circumstances, a student may receive an incomplete who does not meet all of the criteria above if the faculty member, department chair, and dean recommend it.

WIN Contracts

WIN Contracts are offered only under exceptional circumstances and are limited to seniors. Only courses offered by full-time TAMIU faculty or TAMIU instructors are eligible to be contracted for the WIN requirement. However, a WIN contract for a course taught by an adjunct may be approved, with special permission from the department chair and dean. Students must seek approval before beginning any work for the WIN Contract. No student will contract more than one course per semester. Summer WIN Contracts must continue through both summer sessions.

Student Responsibility for Dropping a Course

It is the responsibility of the STUDENT to drop the course before the final date for withdrawal from a course. Faculty members, in fact, may not drop a student from a course without getting the approval of their department chair and dean.

Grade Changes & Appeals

Faculty are authorized to change final grades only when they have committed a computational error or an error in recording a grade, and they must receive the approval of their department chairs and the dean to change the grade. As part of that approval, they must attach a detailed explanation of the reason for the mistake. Only in rare cases would another reason be entertained as legitimate for a grade change. A student who is unhappy with his or her grade on an assignment must discuss the situation with the faculty member teaching the course. If students believe that they have been graded unfairly, they have the right to appeal the grade using a grade appeal process in the *Student Handbook* and the *Faculty Handbook*.

Final Examination

Final Examination must be comprehensive and must contain a written component. The written component should comprise at least 20% of the final exam grade. Exceptions to this policy must receive the approval of the department chair and the dean at the beginning of the semester.

ENGLISH 2332 SURVEY OF WORLD LITERATURE TO 1650

Tentative Reading Schedule

Note: The following is our schedule of activities and due dates for this course; however, we will consider it “tentative,” which means that we may have to make some adjustments to it depending upon our progress throughout the semester. Any changes that are made will be given well in advance in class. *The assigned readings for each class period should be done before coming to class.*

Reading response prompts for all readings will be available on Blackboard and should be completed before coming to class. They will help focus your reading of the texts for discussion purposes in addition to preparing you for in-class discussion, Blackboard discussion posts, exams, and papers. Please look at the instructions *before* reading the text, then answer the questions after reading. Often, exact page numbers for readings will be listed there as well.

Week 1, Introduction to the Course

W 8/23 First meeting: Syllabus

F 8/25 Introduction to World Literature (Please note, we WILL meet in the classroom)

Week 2, The Ancient World: Early Poetic Forms (Volume A)

M 8/28 Poetry of Love and Devotion, The Song of Songs & Sappho [pp. 41-56 & 562-67]

W 8/30 The Seven Hundred Songs of Hala & Chinese Book of Songs [pp.937-40; 1026-33]

F 9/1 Online Discussion

Week 3, The Ancient World: Beginnings of Narrative

M 9/4 *The Epic of Gilgamesh* (all)

W 9/6 Homer’s *The Odyssey*, Book 1 & 12

F 9/8 Online Discussion

Week 4, The Ancient World: Myth & Narrative

M 9/11 Ovid, *Metamorphoses* (pp.1218-1234)

W 9/13 *The Ramayana* (all)

F 9/15 Online Discussion

Week 5, The Ancient World: Early Drama

M 9/18 *Lysistrata*

W 9/20 *Lysistrata* + Topic Exploration for Project #1

F 9/22 Online Discussion

Week 6, The Rise of Monotheism (Volumes A & B)

M 9/25 Selections from The Hebrew Bible (Vol. A) and The New Testament Gospel (Vol. A);
Selections from the Qu’ran (Vol. B)

W 9/27 Workshopping Paper Project #1

F 9/39 Online Discussion + Draft for Project #1

Over the weekend: Review for Midterm and Complete PeerEdit of Project #1

Week 7, Midterm Review & Exam

M 10/2 Midterm Review

W 10/4 Midterm Exam Part I

F 10/6 Midterm Exam Part II (electronically) + Final Draft of Project #1

Week 8, The Medieval Period: New Epic Heroes (Vol. B)

M 10/9 *Beowulf*, Read up through pg. 611.

W 10/11 *Beowulf*, Read up through pg. 634 (Upload homework to TurnItIN dropbox)

F 10/13 Online Discussion & Complete *Beowulf*

Week 9, The Medieval Period: Interventions in Narrative

M 10/16 *The Thousand and One Nights* ; pp. 406-431

W 10/18 Marie de France, "Chevrefoil" (all)

F 10/20 Online Discussion

Week 10, The Medieval Period: Other Interventions in Narrative

M 10/23 Dante Alighieri, "Inferno" (pp. 903-10029)

W 10/25 Geoffrey Chaucer, *The Canterbury Tales*, The Wife of Bath's Tale

F 10/27 2 page Draft of Project #2 + Annotated Bibliography

Week 11, The Medieval Period: Non-Western Narrative

M 10/30 The Pillow Book

W 11/1 The Tale of Genji

F 11/3 Online Discussion + Complete Draft and Peer Review of Project 2

Week 12, Early modern Europe: The Literary Renaissance (Volume C)

M 11/6 Giovanni Boccaccio, *Decameron* (pp. 148-160)

W 11/8 Marguerite de Navarre, *Heptameron* (all) + Final Draft of Project #2

F 11/10 Online Discussion

Week 13, Early Modern Europe: Developments in Narrative

M 11/13 Machiavelli, *The Prince* (all)

W 11/15 Miguel de Cervantes, *Don Quixote* Book 1: Chapters 1-3; 8-9 and Book 2: Ch. 72-74 + Annotated Bibliography for Final Project

F 11/17 Online Discussion

Week 14, Final Paper Prep

M 11/20 3 pp. draft of final paper including 2 sources

W 11/22 NO CLASS - Thanksgiving Break!

Week 15, Research & Final Paper Prep

M 11/28 Research Review

W 11/30 Final Paper Peer Edit

F 12/2 Final Paper Editing

Week 16, Wrap up & Final Exam Review

M 12/5 Final Exam Review + Final Paper Due/Project #3

Final Exam Date: Wednesday, Dec. 6, 10:30am

How to Succeed in This Class:

- Read all assigned material ahead of time
- Attend all class meetings from start to finish
- Turn in all assignments on time and completed
- Raise your hand at least once each class meeting
- Ask questions when you are confused or need help

A Special Note on the Texts for Our Class

Many of the texts we will be reading in this class will use language that is unfamiliar to you. We will be reading texts written, in some cases, thousands of years ago, either in translation, or in a version of the English language that is rather different from what it is now, in 2017, in the United States. Make sure to set aside at least 3-5 hours each week for the readings so that you can read them without rushing.

Thus, in addition to reading the introductions to all the texts/authors (mandatory), it may also be helpful to you to read a summary of the text BEFORE reading the text itself. This is perfectly acceptable. Most of the texts we are reading have been summarized online on a variety of websites, including Wikipedia, Sparknotes, Schmoop, and CliffsNotes. Of course, it is not enough to *only* read a summary; you **must** read the original text in order to be able to answer the reading questions and write about it on the exam or in papers. However, for the purposes of clarity, it is acceptable and encouraged for you to read a summary in order to **help you understand the primary texts of the course**.

In no circumstances, however, is it acceptable to use such websites as the ones listed above as sources for papers. Please do not ever quote from such a website in a literary analysis paper in this class or any other. Such websites should only be used for personal studying.

One more thing...

In a course on world literature, the very purpose is to a) learn about the literary heritage from around the world, not just our own cultures and b) to understand how these various, disparate words come together to form a global literary heritage that has an impact on all of our understanding of the world. Therefore, it is asked that students approach texts from other traditions with an open mind and heart. We will be studying these texts first and foremost as creative works—not as political, historically-accurate histories, or unassailable truths. Students should not pre-judge a text just because it comes from a tradition that is foreign to them. As a part of the International mission of the University, I ask that you refrain from passing judgment on the moral or ethical content of a text and focus, instead, on what you can learn about the culture it came from—and about yourself.