

## ENG/HUM 2433 World Literature I Syllabus

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**Spring 2009**

**Course: ENG/HUM 2433 World Literature I**

**3-0-3**

**Instructor:** Kelli McBride      **Office Information:** Scott 109-8; PH: 405-382-9274

**E-mail:** k.mcbride@sscok.edu    **Class website:** <http://kellimcbride.com/>

**Office Hours in Scott 109 (unless noted):**

TIME	MONDAY / WEDNESDAY / FRIDAY	TIME	TUESDAY / THURSDAY
9:00-10:50	Office	9:00-10:50	Office
11:00	ENG 1213 Cclz 101	10:50-12:05	<b>ENG 2433/HUM 2433 Scott 101</b>
12:00	<b>Lunch</b>	Online	ENG 1213 – Hours TBA
1:00	ENG 1213 Cclz 101		

### **Catalog Description:**

World Literature I is the study of cultural, philosophical, and religious themes from antiquity through the 1700s, especially as these ideas are represented in masterpieces of literature from around the world. Readings focus on the social values in and various artists' perceptions of ancient societies, including Greece, India, Africa, China, and others. This course satisfies an OSRHE Matrix: E008, HH003.

### **Semesters Offered:**

Varies

### **Rationale:**

World Literature I is an English and Humanities elective at Seminole State College. It is recommended for English and Humanities majors, and it also is offered as a lifelong learning course.

### **Required Prerequisites:**

None

### **Mission Statement:**

Seminole State College's mission is to:

- Offer courses, provide programs, and confer associate degrees as authorized by the Oklahoma State Regents for Higher Education
- Enhance the capabilities of individuals to achieve their goals for personal development by providing quality learning experiences and services that respond to diverse individual and community needs in a changing global society
- Prepare Students to continue their education beyond the two-year level, to train students for career and other educational opportunities, and to make available resources and services designed to benefit students and the community at large

### ***General Education Outcomes:***

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SSC students are expected to achieve the following outcomes. This course addresses the outcome **bolded** below:

- Outcome 1: Demonstrate college level communication skills.
- Outcome 2: Demonstrate an understanding and application of scientific principles.
- Outcome 3: Demonstrate knowledge related to functioning in society.
- Outcome 4: Demonstrate an understanding of the roles of history, culture and the arts within civilization.**

### ***Degree Program Outcomes:***

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Program Outcomes for each SSC degree are available in the document, *Degree Program Outcomes*, available in the Assessment Office.

### ***Course Outcomes:***

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Students in this course are expected to achieve the following Course Outcomes:

<u>Gen. Ed. Outcome</u>	<u>Course Outcomes</u>
Outcome 4	A: Explain the aesthetic contributions of culturally varied groups B: Evaluate the role of the arts in transmitting ideas C: Explain the cultural contribution of diverse human opinions and perspectives

### ***Objectives:***

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<u>Course Outcomes</u>	<u>Objectives</u>
A through C	--Students will study genres of literature (e.g. poetry, short story, and drama), to understand the differences between them. Examples of literature will be taken from different time periods and authors. --Students will learn literary terms (e.g. metaphor, simile, hyperbole), to help them better analyze and understand a literary work's possible meaning and purpose. --Students will actively participate in class (e.g. take notes, join class discussions, give presentations), building on their student skills and learning to verbally express and share their views.

### ***Course-embedded Assessment:***

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The General Education Outcomes, Degree Program Outcomes, Course Outcomes, and Learning Objectives have been provided to inform students of the expectations for this course. To determine if those expectations have been met, the College assesses each these outcomes. Courses are evaluated through the course-embedded assessment process by using one or more of the following options\*: A: Pre- and Post-Tests; B: Pre- and Post-Writing; C: Performance; D: Observations; E: Rubrics; F: Projects and Portfolios; G: Classroom Response System; H: Creative Assessment; I: Any combination of A-H. (\*Updated May 2007)

This course uses the following option(s): I: Pre- and Post-Tests and Pre- and Post-Writing.

### ***Instructional Outline:***

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A detailed course calendar will be distributed within the first week of class and may be changed throughout the semester upon the instructor's discretion.

### ***Teaching Methodology:***

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The Seminole State College literature classes are primarily reading and lecture courses. Students will also do reading and research for brief oral or written projects.

### ***Grading Scale:***

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A+ = 98	A = 95	A- = 92	D+ = 68	D = 65	D- = 62
B+ = 88	B = 85	B- = 82	F+ = 58	F = 55	F- = 50
C+ = 78	C = 75	C- = 72	N/A = 0 (plagiarism, work that does not fulfill the assignment, etc.)		

### ***Evaluation Procedures***

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- A. Many assignments ask for your response to or feedback on reading assignments. Since most of these assignments, usually for your reading journal, do not have a “right” answer, they are graded by completeness and thoughtfulness of the answers. However, **some questions will demand factual evidence from the readings to support the writer's response.** Lack of such details, shortness of response, or obvious ignorance of the text will result in very low grades, perhaps even a zero.
- B. **All references to readings and/or outside sources in journals, exams, and class presentations must be documented using proper MLA style.** Students may use the handbook required in ENG 1113 or 1213, or they can use the online Diane Hacker style manual located at [http://www.dianahacker.com/resdoc/p04\\_c08\\_o.html](http://www.dianahacker.com/resdoc/p04_c08_o.html). The menu on the left of the Hacker page provides more content instruction for documenting resources.
- C. The Mid-Term and End-of-Term Exams will be take home, each worth 200 points. You will have a week to answer several long and short answer essay questions. Students will take a post-text assessment exam during finals week worth 100 points. This, as well as quizzes, will be mostly multiple choice, matching, and T/F. Exams and quizzes serve to encourage students to keep up with readings and pay attention to them as well as in-class lecture.
- D. Students will create an oral or written presentation on a subject of the instructor's choice. This will be worth 25 points. Students will receive a handout with details and requirements early in the semester.
- E. Participation is crucial in this class because we learn best when engaged in intelligent discussion with others. I keep track of students who consistently fail to join the discussion. However, I do not assign daily grades for discussion. Instead, I assign an overall participation grade that evaluates a student's semester performance. Discussion

participation means that students ask questions, answer questions, share insights and opinions, and other such activities during class time. These interactions, though, must deal with the subject at hand. Consistent comments that take the class off topic or have little or nothing to do with the discussion are not appropriate and will not count as class participation. Other marks for participation include preparedness, attentiveness, and punctuality.

### ***Attendance Policy:***

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- A. Students should not expect to pass the course if missing more than ten percent of the class meetings, no matter the reasons for the absences. I record absences and tardies from the first official day of class. Every three- (3) tardies equals one (1) absence. Students who come in more than  $\frac{1}{2}$  the class period late will receive an absence. Any student missing 4 or more unexcused hours risks failing the class.
- B. I will accept no homework late. Students who miss class for school approved functions, jury duty, or a major illness/hospital visit (must be documented), must hand in any work that is due the day of their assignment unless they arrange otherwise with me. For assignments worth significant points, such as essays and exams, I may accept them late or reschedule under certain conditions. I will accept assignments submitted via email if the student cannot make class. These submissions will not be counted late if they meet the assigned deadline, usually the beginning of class.
- C. Students should make an appointment with me to discuss why they were unable to meet the deadline or attend class. Because students may leave messages for me on my voice mail or via email, there are very few reasons for not contacting me or submitting work. Remember, it is your responsibility as a student to meet the class requirements.

### ***Assignments:***

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Keep track of your performance by recording grades here.

<b><i>Assignment</i></b>	<b><i>Possible Pts</i></b>	<b><i>Your Pts</i></b>
Terminology/Content Quiz #1*		
Terminology/Content Quiz #2		
Terminology/Content Quiz #3		
Reading Journal 1	100	
Reading Journal 2	100	
Presentation (oral and/or written)	25	
Take Home Exam 1	200	
Take Home Exam 2	200	
Pre-Test	10	
Post-Test	100	
Participation	25	
<b>Total Points</b>		
<b><i>*I may reduce the number of quizzes depending on class participation. Quizzes will vary in points.</i></b>		

**Text:**

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Lawall, Sarah, and Maynard Mack, eds. The Norton Anthology of World Literature. 2<sup>nd</sup> ed. New York: Norton, 2002.

**Additional Materials (Suggested):**

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Blue/black ink pens, dictionary, thesaurus, email address, notebook or composition book for reading journal, pocket folder for class notes and handouts, etc.

**ADA Statement:**

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Under SSC policy and federal and state laws regarding Americans with Disabilities Act, students with documented disabilities are entitled to reasonable accommodations to ensure the student has an equal opportunity to perform in class. Students who are in need of assistance in dealing with any special needs that affect their ability to deal with the physical and/or learning environment required in this course, or in the classroom setting, need to advise the instructor immediately after the first class. It is the student's responsibility to notify the instructor on the first day of class.

**Tobacco and Food Policy:**

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In order to protect the health of students, faculty, and staff of SSC, and to comply with HB 2529, the use of any tobacco product is prohibited in all campus buildings and on the grounds. The policy does allow for tobacco use only in parking areas and on campus roads. Students may have food and drink in the classroom during class time as long as neither is distracting. You must also clean up after yourself.

**Academic Honesty:**

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The instructor and the instructor's academic superiors have final authority over the grades given to students or the lowering of grades because of cheating or plagiarism.

**Plagiarism:** As defined by Seminole State College, plagiarism is the use, without acknowledgement, of a person's ideas and/or materials, either in whole or in part, to fulfill course assignments. The purchase of any written material which is intended for presentations as one's own work in partial fulfillment of a course assignment will also be considered an act of plagiarism. Consequences of plagiarism will comply with those listed in the Seminole State College Handbook. By formal definition, plagiarism is the use of someone else's ideas or language, presenting such material as one's own. If an interested, scholarly reader cannot distinguish which material is original and which material a writer took from another source, the result is plagiarism, regardless of whether the writer intended to deceive.

**Civility:** College is a community of scholars. College tradition demands a respect for others and their ideas. For many students, college represents a vital step toward the opportunity for financial and intellectual independence. Simply stated, rules for this class include the

requirement that no one stand in the way of someone else trying to learn. This requirement includes some specific rules:

- Turn off all cell phones before entering class. If you forget, and your phone rings, do not answer it.
- Behave appropriately. This includes: listening when the teacher is talking; paying attention during lecture and discussion; attending to the business of class and not chatting with friends; speaking appropriately. Avoid language that might offend others. Speak your ideas forcefully and with passion, but also with respect for others.
- Take responsibility. Be on time for class, ready to learn. Don't whine about any failures, and accept correction gracefully; it is intended to help. Remember that the responsibility for learning rests primarily on the student. Learn for the sake of knowledge, not just to earn a grade.
- Remember that the teacher's office hours are for the use of the student. Seek help, and ask questions whenever you are unsure about the course material.

**Note:**

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I may modify this syllabus as need arises. Any change I make, I will inform you and provide printouts when necessary.

## ENG/HUM 2433: Reading Response Journal Assignment

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*All references to literary works must be correctly documented using MLA Style. The journal itself may have a single works cited page for all entries.*

The reading response journal is worth 200 points of your overall grade. The criteria and assignments are as follows:

- A. Each entry should be at least one full page, typed, double-spaced. Each entry should be clearly identified by name (use titles in chart below), and placed in the order we get to it on the schedule. Staple the entries together, but do not place them in a binder or folder of any kind. You may turn in a sample entry for comments early in the semester if you want to ensure you are on the right track.
- B. Your reading responses (RR) on literary works must be substantive and address important issues we discuss in class, especially the heroes journey. The questions below can help you if you have trouble starting a journal, but you can write a more free-form response if you choose. You should always include information about conflict, genre, culture, and connections to contemporary life. How you do that is up to you.
  - a. As 21<sup>st</sup> century humans, what can we learn from the literature we are reading? Why does it still hold value?
  - b. What are the: beliefs, values, and archetypes presented by the author/work?
  - c. What are the relationships and conflicts presented? The major categories of conflict are: Man vs. Self; Man vs. Man or Men; Man vs. God/gods; Man vs. Nature. The term “man” is used here not as an indication of gender, but merely an indication of person. Man vs. Man, then, could be a battle of the sexes, such as the conflict in *Medea* between Medea and Jason. God/gods represents any spiritual force.
  - d. What are the conventions of the genre and how does the piece fit into those conventions? You should find information on genre from handouts I give you at the beginning of a unit and class lecture.
- C. Class Discussion Responses (CDR) are simply places for you to respond to discussion from any class meeting that you choose, or discuss a topic that we did not explore in a work or culture that you find interesting. You must include 2 CDRs in your first reading journal that covers works up to that point and 2 in your final journal that covers works discussed since the first journal was submitted.
- D. Your reading responses on authors, culture, or historical periods will summarize the importance of that person, people, time and the contributions he/it has made to literature/society.
- E. Stay current with your entries. I will pick them up at midterm and the end of the semester.
- F. No late entries will be accepted.
- G. The entries will be graded on length and content. Excellent journal entries use literary terms and examples from the texts. You do not need to provide a works cited page, but

please put the page number in parenthesis after any quote or summary you use in your journals.

H. Assignments (page numbers of readings will be available via the final schedule):

<b>VOLUME A READINGS</b>	
RR1	The Heroes Journey in Film (class handouts, lecture, and video)
RR2	The Invention of Writing & the Earliest Literature
RR3	<i>Gilgamesh</i>
RR4	Old Testament: Abraham/Isaac, Jacob/Essau and Joseph
RR5	Contributions of Ancient Greek writers, culture, and/or time
RR6	<i>Iliad</i>
RR7	<i>Medea</i>
RR8	Contributions of India's writers, culture, and/or time
RR9	<i>Bhagavad-Gita</i>
<b>VOLUME B READINGS</b>	
RR10	Contributions of Islamic writers, culture, and/or time
RR11	<i>1001 Nights</i>
RR12	Classroom Discussion 1
RR13	Classroom Discussion 2
<i>MID-TERM – Reading Journal I due with Take Home Exam I</i>	
RR14	Contributions of Anglo-Saxon & Medieval England writers, culture, and/or time
RR15	<i>Beowulf</i>
<b>VOLUME C READINGS</b>	
RR16	Contributions of Renaissance writers, culture, and/or time
RR17	<i>Othello</i>
RR18	<i>Paradise Lost</i>
RR19	Classroom Discussion 3
RR20	Classroom Discussion 4
RR21	Revisit the issue of the Heroic – how has your concept of what is a hero changed since the beginning of the semester? Have you added any characteristics or modified any? What character from our readings best epitomizes your view of a hero? Which character least epitomizes that view?
RR22	Identify your most favorite and least favorite works – explain why (at least 1 paragraph each that gives specific details)

# ENG/HUM 2433: World Literature I – The Heroes Journey

## Tentative Schedule - Spring 2009

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### Week 1: Introduction

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1/13 T: Introduction to Class

1/15 R: Syllabus Overview; The Invention of Writing & the Earliest Literature (3-6); Pre-Test

### Week 2: The Epic, Ancient Sumeria and Gilgamesh

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1/20 T: The Epic & Heroes Journey

1/22 R: No class

### Week 3: ICE STORM

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1/27 T: Class cancelled because of ice

1/29 R: Class cancelled because of ice

### Week 4: Ancient Sumeria and Gilgamesh

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2/3 T: *Gilgamesh* Introduction and pp. 10-24

2/5 R: *Gilgamesh* (10-41)

### Week 5: The Old Testament/Homer and the Epic

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2/10 T: The Bible (pp. 52-55); Abraham-Joseph (pp. 63-77)

2/12 R: Ancient Greece & the Formation of the Western Mind (pp. 105-111); Homer (114-119)

### Week 6: Homer and the Epic

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2/17 T: *Iliad* Bk. I (pp. 120-129, ll. 1-431; p. 130, 467-502; p. 132, ll. 581-586; p. 133, Thetis is speaking: ll. 600-686); Bk VI (pp. 141-146, lines 249-454); Bk. IX (p. 153, lines: 274—298; p. 154, ll. 315-320; p. 155, ll. 362-391; p. 157, ll. 458-460; p. 158, ll. 498-525; p. 160, ll. 598-604)

2/19 R: *Iliad* Bk. XVI (p. 166-167, ll. 14-50; p. 175-177, ll. 432-519); Book XVIII (p. 179-180, ll. 91-150); Bk XXII (p. 194, ll. 83-89; p. 195-196, ll. 115-173; p. 197-198, ll. 240-254; p. 198-199, ll. 293-321; p. 200, ll. 349-362; p. 200-202, ll. 389-476)

### Week 7: Greek Epic Continued / Greek Tragedy

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2/24 T: *Iliad* Bk XXIV (p. 208-209, ll. 154-170; p. 217-218, ll. 554-614; p. 222, ll. 819-835; p. 223-225, ll. 850--944)

2/26 R: Development of Classical Tragedy; Euripides (pp. 693-694); *Medea* (pp. 694-709, ll. 1-645)

### Week 8: Greek Tragedy

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3/3 T: *Medea* (pp. 709-725, ll. 646-end)

3/5 R: Interscholastic Meet – NO CLASS

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**Week 9: Tragedy continued / Bhagavad-Gita**

3/10 T: India's Heroic Age (880-886); *Bhagavad-Gita* Introduction; First Teaching  
 3/12 R: All remaining teachings of *Bhagavad Gita*; **TAKE HOME EXAM 1 HANDED OUT**

**SPRING BREAK**

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**Week 10: 1001 Nights**

3/24 T: **Take Home Exam 1/ RR JOURNALS 1-13 DUE**; The Rise of Islam & Islamic Literature (1419-23); *1001 Nights* Introduction & Prologue; The Tale of the King's Son & the She-Ghoul; The Tale of the Enchanted King  
 3/26 R:

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**Week 11: Beowulf**

3/31 T: The Formation of a Western Literature; *Beowulf* Introduction; Beowulf Arrives  
 4/2 R: Beowulf Fights Grendel then the Warriors Party

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**Week 12: Beowulf Continued**

4/7 T: Beowulf Fights the Sea Hag then the Warriors Party; Beowulf Returns Home  
 4/9 R: Beowulf Fights the Dragon then He Dies

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**Week 13: The Renaissance in Europe**

4/14 T: Elizabethan Tragedy; Shakespeare; Intro to *Othello*  
 4/16 R: *Othello*

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**Week 14: Shakespeare Continued**

4/21 T: *Othello*  
 4/23 R: *Othello* Film

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**Week 15: Paradise Lost**

4/28 T: *Paradise Lost* Introduction  
 4/30 R: **TAKE HOME EXAM 2 HANDED OUT**

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**Week 16: Paradise Lost continued**

5/5 T: *Paradise Lost*  
 5/7 R: Final Exam Review

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**Week 17: FINAL EXAM (dates not set yet)**

T/R: TAKE HOME EXAM 2 AND JOURNALS 2 DUE at beginning of Final Exam period