



The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community (<http://www.concord.edu/academics/>).

Course Prefix, Number and Title: Engl. 204.1HW World Literature II

Course CRN # and Section: 20341, section 1HW

Semester Taught: Spring, 2019

Professor: Delilah O'Haynes

Credit Hours: 3

Office Location: A315

Prerequisites: Completion of both English 101 and 102 with a grade of C or higher, or equivalent proficiency

Office Hours: MWF: 11-12 & 1-2; TR:

12:30—2:00; and by appointment

Course Time: TR 9:30—10:45

Email: dohaynes@concord.edu

Building and Room Number: A308

Phone: 304-384-5261

Office Fax:

College/Department Website:

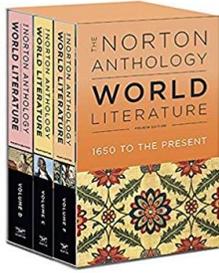
<http://www.concord.edu/humanities/>

Course Description/Rationale: English 204 is designed to survey world literature from the late seventeenth century to the present. The literary emphasis will cover western and non-western cultures, as well as women and minority writers. The educational emphasis will cover critical thinking, reading, and writing.

Course Management System: Lecture, Discussion, exams; Blackboard, Email

Hardware/Software Needed: Access to Blackboard and email

Text requirements: ENGL 204: The Norton Anthology of World Literature Vols D, E, F. 4th Ed. **(REQUIRED)**



Text available from the following sellers:

Rent: <https://www.knetbooks.com/search-results> for approx. \$30

Rent or buy: check out Amazon.com's "other sellers":

https://www.amazon.com/gp/offer-listing/0393265919/ref=dp_olp_all_mbc_mma?ie=UTF8&condition=all

ISBN-13: 978-0393265910

ISBN-10: 0393265919

Concord University Educational Goal(s):

Alignment between English 204 Learning Outcomes, CU Educational Goals, and NCTE Standards:

Learning Outcomes for English 204: World Literature II	Concord University Educational Goals (Advanced General Studies Course Level)	2012 National Council of Teachers of English (NCTE) Standards
1. Students will demonstrate their ability to <ul style="list-style-type: none"> • draw inferences from close readings • demonstrate understanding of interrelationships among textual elements 	CU Skills Goal #1a: Effective intercommunication skills and literacies, adapted as needed for the demand of various kinds of discourse . . . [including] reading	NCTE Content Knowledge I.1: Candidates are knowledgeable about texts [. . . including] print and non-print texts [and] media texts .
2. Students will demonstrate their ability to <ul style="list-style-type: none"> • write critically, supporting inferences drawn from close reading by citing and interpreting specific textual evidence • write proficiently at a level of "adequate" or above, as defined by the Department's criteria for evaluation of essays 	CU Skills Goal #1b: Effective intercommunication skills and literacies, adapted as needed for the demand of various kinds of discourse . . . [including] writing . . .	NCTE Content Knowledge II.1: Candidates can compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose . . .

3. Students will demonstrate their ability to apply critical thinking skills (analysis, synthesis, evaluation) to literary texts.	CU Skills Goal #2: An ability to employ appropriate observational, logical, analytical, computational, creative, and critical thinking skills in problem solving	
4. Students will demonstrate competency in analyzing and synthesizing textual elements; and in integrating these elements within a unified discussion.	CU Skills Goal #4: An ability to analyze, synthesize, and integrate elements, information and ideas	
5. Students will demonstrate an ability to interpret selected Western and non-Western literary texts from the mid-seventeenth century to the present within their historical contexts.	CU Knowledge Goal #3: An ability to interpret events and trends within historical contexts	NCTE Professional Knowledge and Skills Standard I.1: Candidates are knowledgeable about texts . . . [including] classic texts . . . that represent a range of world literatures [and] historical traditions . . .
6. Students will demonstrate acquaintance with aesthetic principles, methods, materials, and methods that empower works of literature to reinforce or challenge societal values and assumptions.	CU Knowledge Goal #6: Awareness of the aesthetic principles, methods, materials, and media employed in artistic performance and in the creation of works of art and literature.	NCTE Content Knowledge Standard II.2: Candidates . . . understand the impact of language on society.
7. Through close reading of literary texts presenting moral dilemmas, the students will demonstrate competency in recognizing and evaluating underlying assumptions based on ethical or moral values.	CU Attitudes Goal #1: Habitual reflection on ethical/moral implications of actions when weighing decisions and evaluating outcomes	NCTE Professional Knowledge and Skills VII.1: Candidates . . . model literate and ethical practices in ELA teaching, and engage in/reflect on a variety of experiences related to ELA.
8. Through close reading and class discussion of texts that reflect the world views of Western and non-Western cultures from mid-seventeenth century to the present, the students will develop a capacity for respectful attentiveness to and recognition of commonalities and differences among varying perspectives.	CU Attitudes Goal #3: Respectful attentiveness to differing perspectives and willingness to engage in dialogue across differences in order to seek mutual understanding and equitable conflict resolution	NCTE Professional Knowledge and Skills VII.2: Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for . . . collaboration. . . and community engagement.

National Standards: NCTE

Specific Learning Outcomes: Effective intercommunication skills and literacies, critical thinking skills, abilities to analyze and synthesize, abilities to interpret events in historical context, awareness of aesthetic and moral principles, respect for other cultures, conflict resolution.

Course Requirements:

1. **Exams:** Students will take three essay exams and a comprehensive final essay exam. For all exams, students will write one well-structured essay that addresses ONE of several essay questions, providing plenty of details from the literature. The essay will be graded for proper structure and development, as well as for content, demonstrating skills learned in English Composition and Rhetoric. Students will have one week to make up any of the first three exams, (longer if documentation of extenuating circumstances is provided). The final exam will be comprehensive.
2. **Literature Responses:** Students will read and respond to FIVE (5) readings during the course (ALONG WITH OTHER READINGS) for the purpose of writing a response to a corresponding question (on Question Sheet, see Blackboard); each free-write response should be approximately 500 words in length and include as much story detail as possible pertaining to the question, NOT info gained from the Internet about the reading or author, etc. Students will turn in this response in two ways by the deadline: once through **Blackboard's Turnitin.com** and once through **Blackboard's Discussion forum** (instructions will appear on Blackboard & will be discussed in class). In Addition, students will respond to another student's response on Blackboard. For instance, a student might disagree with another student's opinion and present evidence from the story to the contrary; a student might notice that another student has barely answered the question (leaving short answers for scrutiny); or a student might notice that another student has summarized the story (leading to questions of authenticity) instead of answering the question. This exercise is designed to sharpen critical-thinking skills and promote a more-careful reading. A student's grade on each response will reflect both the response and his/her response to someone else's response. These secondary responses should be approximately 300 words and reflect: quality, close-reading ability, logic, the ability to spot fallacies, and the ability to discern true reflection as opposed to scant summary. Students will not report to class on reading/responding days so as to have time for this exercise. **Students with Apple computers or with older computers are warned to do these exercises ON CAMPUS in a lab or the library in order to get proper credit.** These responses will be graded for originality and content, meaning story detail. The five grades obtained from these responses will be added and divided by 5. The average will count as much as one exam grade. **Emailed Responses will be promptly deleted.**
3. **Students are required to have access to the required textbook and to read all assignments.**
4. **Students are required to silence and put away cell phones when each class begins. Students are allowed to use cell phones in extenuating circumstances: for instance, a mother waiting on a phone call about a sick child is allowed to leave her cell phone on and answer it— student should explain to the professor at the beginning of class that he/she might get a call. Students with laptops or iPads will be able to use them ONLY if they are taking notes; students who ignore this rule will be asked to refrain from bringing their devices to class.**

Grading Scale, Weight of Grades, Make-up Policy, Late Work:

Five Grades:

3 exams, worth 20% each

1 final exam worth 20%

5 Responses, together worth 20%

Students will have one week to make up any of the 3 regular exams and should make an appointment with the professor to do so. Responses have electronic deadlines. Since ample time is given for the responses, deadlines for responses will not be reset. In extenuating circumstances (for example: student in the hospital), other arrangements will be made to make up the work; however, student must produce written documentation with dates.

GRADES: chart for converting exam and response grades:

91 to 100 = A+ to A-

81 to 90 = B+ to B-

71 to 80 = C+ to C-

61 to 63 = D+ to D-

62 or below = F

BONUSES:

1. For students who have taken all of the first three exams and done all responses and have no more than ONE undocumented absence, their lowest response grade will be dropped automatically before final grades are averaged.
2. Students who have taken all of the first three exams, have at least an 84 average for the responses (a full B--84), and have no more than ONE undocumented absence at final exam time will have two choices for this bonus. They may:
 - A. be exempt from the final exam if they are happy with their grade; or
 - B. take the final to replace an exam grade (response average does not apply).

ATTENDANCE POLICY: Concord's attendance policy allows failure with two weeks missed during the semester, except in extenuating circumstances, which in this case equal 4 absences. Students who miss continually without contacting the professor will be electronically removed from the roll. Students with extenuating circumstances or school sponsored activities must alert the professor and produce documentation. Students are responsible for their own absence record and should sign the roll sheet each day we have class to protect their attendance record. Roll will not be taken on official inclement weather days.

CONDUCT, PLAGARISM, CHEATING: Students who disrupt the class or behave disrespectfully (such as constant cell-phone use, constant talking or tardiness, etc.) risk being dropped from the class. **Put away cell phones when class begins.** Any student caught cheating will lose the grade for the response/ test and risks failing the course. Any student caught borrowing from the Internet for exam essays will fail the exam and possibly the course. **Turn off cell phones during class and during exams.**

Course Timeline (Schedule of Assignments/Assessments/Presentations):

Tentative Schedule for all Sections of English 204, Spring 2019 (specific short-term schedules will be provided for each exam segment)

The common text for this course is the *Norton Anthology of World Literature: Volumes D, E, F*; 4th edition

Week 1: 1/14-1/18

Introduction to class

Selections from "The Enlightenment in Europe and the Americas" Norton Anthology Vol. D

Week 2: 1/21-1/25

(Mon 1/21 is MLK day, no class)

Selections from "The Enlightenment in Europe and the Americas" Norton Anthology Vol. D

Week 3: 1/28-2/1

Selections from "The Enlightenment in Europe and the Americas" and "Literature of Early Modern East Asia" Norton Anthology Vol. D

Week 4: 2/4-2/6

Selections from "The Enlightenment in Europe and the Americas" and "Literature of Early Modern East Asia" Norton Anthology Vol. D

Week 5: 2/11-2/15 (Exam)

Selections from "An Age of Revolutions in Europe and the Americas" Norton Anthology Vol. E

Week 6: 2/18-2/22

Selections from "An Age of Revolutions in Europe and the Americas" Norton Anthology Vol. E

Week 7: 2/25-3/1

Selections from "An Age of Revolutions in Europe and the Americas" Norton Anthology Vol. E

Week 8: 3/4- 3/8

Midterm Exam and Assignments

Selections from "At the Crossroads of Empire" Norton Anthology Vol. E

Week 9: 3/11-3/15: Spring Break: No Class

Week 10: 3/18-3/22

Selections from "Realism across the World" Norton Anthology Vol E.

Week 11: 3/25-3/29

Selections from "Realism across the World" Norton Anthology Vol E.

Week 12: 4/1-4/5

Selections from "Modernity and Modernism" Norton Anthology Vol. F

Week 13: 4/8-4/12

Selections from "Modernity and Modernism" Norton Anthology Vol. F

Week 14: 4/15-4/19

Selections from "Postwar and Postcolonial Literature" Norton Anthology Vol. F

Week 15: 4/22-4/26

Selections from "Postwar and Postcolonial Literature" Norton Anthology Vol. F

Week 16: 4/29 -5/03 (exam)

Selections from "Contemporary World Literature" Norton Anthology Vol. F

Final Exam Week: 5/6-5/10

University Information

Accessibility/Accommodations:

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU's Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu for assistance.

Academic Dishonesty

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one's own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

Concord University Honor Code

A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states:

"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."

The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

Class/Online Attendance Policy

Regular class attendance is part of a student's academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.)

Emergency Alert System

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

Emergency Information

Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. For further emergency information go to:
<http://www.concord.edu/administration/office-public-safety>.

Inclement Weather Policy

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

University Closure

No students or employees are to report.

Classes Cancelled

Students do NOT report BUT employees are expected to report to work at their normal time.

Operating on an Inclement Weather Delay

Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See <http://www.concord.edu/emergency-alerts> for Athens/Beckley Inclement Weather Schedules.)

**Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.*

Student Conduct

In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

Sexual Harassment & Assault

Federal law, Title IX, and Concord University policy prohibits discrimination, harassment, and violence based on sex and gender (Including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If you or someone you know has been harassed or assaulted, you can

receive confidential counseling support through the Concord University Counseling Center (304-384-5290). Alleged Violations can be reported non-confidentially to the Concord University Title IX Coordinator at 304-384-6327 or titleix@concord.edu. Reports to Campus Security can be made at (304-384-5357). As an employee at Concord University, I am a mandatory reporter which means I must report any sexual misconduct I am made aware of. This includes verbal or written (such as in an assignment) disclosures of sexual harassment or sexual assault.

Technology Services

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail cuhelpdesk@concord.edu.

Syllabus Disclaimer

"This syllabus is subject to change based on the needs of the class. Please check it regularly."