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Spring Semester 2019

CRN: 20357, ENGL 203-02

Syllabus for English 203:

World Literature I

Professor: Dr. Tina Powell
Course Number: ENGL-203, sec. 02
Meeting Times: TR 9:30-10:45
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Office Hours: T 1-2, 3:30-4:30
R 12-2
W by appointment

Course Description:

English 203 provides a writing-intensive overview of world literature from antiquity to the early modern period. This course requires you to read and discuss texts in diverse genres from diverse civilizations, all of which have made some contribution to our global cultural identity. While you will be expected to engage these texts from a historical perspective, the primary focus of the course will be literary, *id est*, dealing with the texts' powers to provoke and engage readers.

World Literature is a massive collection of texts; so that we do not get buried under the weight of them, this course will use one of the universal themes of literature to keep us grounded: heroes and villains. While your analysis is welcome to expand to many of the other universal themes -- the role of the individual in the natural and social world, the nature of desire, and the search for God, to name a few -- or be more specific, we will use this throughline to organize our class discussions and provide a bridge to our modern world. Through this theme, we will also engage, and chart the evolutions of, the most prominent genres in world literature, including: poetry, drama, and the epic. Upon successful completion of this course you will illustrate a developed awareness of the major genres of world literature, as well as the ways in which those genres employ language to convey moral and aesthetic values. You will also be able to produce researched essays that demonstrate critical thinking skills (including analysis, synthesis and evaluation) regarding literature and its cultural contexts.

Before we begin this semester, I want to remind you that this course is a 200-level literary survey, and thus the reading load is intense and the requirements of major assignments fairly high.

Prerequisites:

Successful completion of English 102 with a grade of C or better.

Required Texts:

The Norton Anthology of World Literature Package I: Beginnings to 1650, 4rd Edition Package 1. Ed. Martin Puchner, *et al.* ISBN: 978-0393265903

Your texts are available at the Concord University Bookstore, located in the basement of the Jerry L. Beasley Student Center. They should be brought to class as needed.

Film Viewings:

Film viewings will occur TBD. Generally, films will be screened outside of class and available to view on your own at limited times. There will be assignments attached to these films that you will need to complete.

Grading:

Midterm Essay	20%
Final Essay/Project	25%
In class writing	25%
Final Exam	15%
Participation	15%

Learning Outcomes for English 203: World Literature I	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 	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 . . .

Department's criteria for evaluation of essays		
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 Ancient period through mid-seventeenth century in 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 the Ancient period to mid-seventeenth century, 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.

Assignments:

All assignments must be typed, double spaced, 12 point Times New Roman unless otherwise noted. Failure to do so will result in a zero.

Essays: For this class, you will write two formal essays, each with its own objective. Unlike composition, you are not required to turn in any drafts. You are always welcome to bring a draft to my office during office hours. Essays will be graded based on how well it fulfills the objectives, which includes analysis, use of text, clarity of prose, argument, and grammar and mechanics. For the Final Essay, you may choose to do a creative project that requires analysis, a firm understanding of your chosen text(s), and a multimodal presentation. Please see me for details.

Weekly Assignments: Every **Tuesday**, you will write an in-class response based on the reading for the week. Each Tuesday, you will walk in to class and write a response to a prompt I hand out. This will take the place of homework and will require you to a) have completed the reading for the week and b) use the course text. Pre-scheduled and excused absences that lead to missing the in-class assignment need to be made up within a week of the absence. Because you have more time, you will need to write more and do a close reading analysis. These must be typed. You can find every Tuesday prompt on my door after class or uploaded on our Course Drive. Your instructions are slightly different; you must write in complete paragraphs, include close reading analysis, and write **AT LEAST 1 ½ pages**. **If we do not meet on a Tuesday because of a holiday, poor weather, or something on my end, then there will be no in-class writing.**

Participation: A large part of being a successful college student is participating in class. Participating does not just mean showing up (though, of course, you cannot participate if you do not attend). Instead, participation means coming to class prepared and actively and constructively engaging with your instructor and classmates. Failure to do the assigned reading, contribute regularly to class discussion, and complete in-class assignments will result in a failure for this part of your grade.

Besides participating in class, successful college students also demonstrate certain appropriate behaviors, and these skills are also be useful in the workplace. As such, part of your grade will be determined by your behavior in class. Such skills include, but are not limited to: proper use of cell phones, respectfully communicating with others, respectful body language, and coming prepared to work. Note that these skills extend beyond the immediate classroom; it includes correspondence with other classmates and myself.

The college classroom is a place for adults to exchange and discuss ideas. In order to have the free exchange of ideas, certain decorum is required. Always conduct yourself as an adult; respect your peers, be polite, and do not infringe on others. Express yourself with appropriate language, do not interrupt (or let your gadgets interrupt), and be professional. If you do not conduct yourself in an appropriate manner and you disrupt the learning environment of your fellow students, you may be asked to leave the classroom and will receive an absence for the day.

In addition, occasionally I will assign in-class work or give a pop quiz. These will be used in when calculating your participation grade.

Extra Credit/Creative Assignments: While the main goal of the class is to engage in critical analysis and to appreciate the ideas and creative expressions that precede us, I also hope that you will enjoy the material and connect with the texts in your own way. I recognize that not everyone in this class desires to become teachers or academics, and so encourage you to respond to the texts in ways that fit in your

future discipline. I also recognize that literature is not purely relegated to the written word; many of these texts were accompanied by visual elements, although they are missing from the anthology. Often times our class discussions/group work will involve more creative learning practices than simply discussion; you are welcome to continue these practices outside the classroom through a creative assignment at the end of the semester. As well, you may earn some limited extra credit by making memes related to the texts (due at the beginning of the week for the chosen text) **and** QOCs (Quotation Question Comment). If you choose to do these, tag me in your initial post by Monday night and include the hashtag #ENGL203atCU so your classmates can easily follow the discussion. These activities are meant to foster discussion outside of class, as well as provide a catalog of ideas and quick short readings to refer to when writing your essays. But, these are not intended to replace in-class writings or class participation; they are meant to enhance your experience in the classroom.

Exam: During our exam period, you will be given a test to determine how well you have completed the objectives of the course. The exam will be short essay questions to a variety of selections from the course in order to assess how well you are completing the objectives of the course.

Tentative Schedule for all Sections of English 203 Spring 2019

The common text for this course is the *Norton Anthology of World Literature: Volumes A, B, C* ; 4th edition

Week 1: 1/14-1/18

Introduction to class

Selections from “Ancient Mediterranean and Near Eastern Literature” Norton Anthology Vol. A

Week 2: 1/21-1/25

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

Selections from “Ancient Mediterranean and Near Eastern Literature Norton Anthology Vol. A

Week 3: 1/28-2/1

Selections from “Ancient Mediterranean and Near Eastern Literature” Norton Anthology Vol. A

Week 4: 2/4-2/6

Selections from “Ancient Mediterranean and Near Eastern Literature” Norton Anthology Vol. A

Week 5: 2/11-2/15

Selections from “Ancient Mediterranean and Near Eastern Literature” Norton Anthology Vol. A

Week 6: 2/18-2/22

Selections from “Early Chinese Literature and Thought” Norton Anthology Vol. A

Week 7: 2/25-3/1

Selections from” India’s Ancient Epics and Tales” Norton Anthology Vol. A

Week 8: 3/4- 3/8

Midterm Exam and Assignments

Selections from “Circling the Mediterranean: Europe and the Islamic World” Norton Anthology Vol. B

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

Week 10: 3/18-3/22

Selections from “Circling the Mediterranean: Europe and the Islamic World” and “Medieval China” Norton Anthology Vol. B

Week 11: 3/25-3/29

Selections from “Circling the Mediterranean: Europe and the Islamic World”

Week 12: 4/1-4/5

Selections from “Circling the Mediterranean: Europe and the Islamic World” and “Japan’s Classical Age” Norton Anthology Vol. B

Week 13: 4/8-4/12

Selections from “Circling the Mediterranean: Europe and the Islamic World” and “India’s Classical Age” Norton Anthology Vol. B

Week 14: 4/15-4/19

Selections from “Europe and the New World” Norton Anthology Vol. C

Week 15: 4/22-4/26

Selections from “Europe and the New World” Norton Anthology Vol. C

Week 16: 4/29 -5/03

Selections from “Europe and the New World” Norton Anthology Vol. C

Final Exam Week: 5/6-5/10

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."