

**Fayetteville State University
College of Arts and Sciences
Department of English
English 211-01: World Literature I
Fall 2011**

I. Locator Information:

Instructor: Dr. Alison Van Nyhuis	Office Hours: T/R 9:30-10:45 a.m. and 12:30-1:45 p.m.
Course # and Name: ENGL 211: World Literature I	Office Location: Williams Hall Room 214
Semester Credit Hours: 3.000	Office Phone: (910) 672-2506
Total Contact Hours for Class: 45.000	Department Mailbox: Butler 123
Days and Time Section 01 Meets: T/R 11:00 a.m-12:15 p.m.	Classroom Location: Butler 361
Blackboard: http://blackboard.uncfsu.edu/	Email Address: avannyhu@uncfsu.edu

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at
<http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

II. Course Description: ENGL 211 (3-3-0) World Literature I: A study of major works of the Ancient World, the Middle Ages, and the Renaissance, focusing on representative genres. **Prerequisite:** ENGL 110 And ENGL 120

III. Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. Required Textbooks: 1) Davis, Paul, Gary Harrison, David M. Johnson, Patricia Clark Smith, and John F. Crawford, eds. *The Bedford Anthology of World Literature Books One, Two, and Three. Pack A.* Bedford /St. Martin's, 2004. 2) Hacker, Diana, ed. *The Bedford Handbook.* Boston: Bedford /St. Martin's 2009.

V. Student Learning Outcomes: Upon completion of this course, students will be able to:

1. Identify authors, themes, and genres of major literary works of the Ancient World, the Middle Ages, and the Renaissance.
2. Discuss the cultural, historical, and philosophical contexts of major literary works of the Ancient World, the Middle Ages, and the Renaissance.
3. Interpret via literary critical approaches major literary works of the Ancient World, the Middle Ages, and the Renaissance.
4. Evaluate scholarship relating to major literary works of the Ancient World, the Middle Ages, and the Renaissance.

ENGL 211 also contributes to the following FSU Core Objectives:

Communication Skills:

1. Students will comprehend, analyze, and evaluate the effectiveness of various forms of written and spoken communication, and they will assemble original written and spoken communications that display appropriate organization, clarity, and documentation for a given purpose and audience.

Inquiry Skills:

2. Students will formulate effective questions based on a need; organize, sort, evaluate, and retrieve academic information to address the need; cite sources appropriately for their context.

ENGL 211 also contributes to the following English B.S. Program Outcomes:

Introduce

1. Describe characteristics of literature from diverse literary historical periods and cultures.
2. Use literary critical perspectives to generate original analyses of literature.
3. Compose diverse researched and/or original texts in varied genres and formats, using various composing processes, technologies, and/or multimodal formats.

VI. Course Requirements and Evaluation Criteria**a. Grading Scale—**

A / 1,000-915 points total / 92-100 %; B / 825-914 points total / 83-91 %; C / 725-824 points total / 73-82 %; D / 635-724 points total / 64-72 %; F / 634 points or less / 63% and Below.

b. Attendance Requirements—

Although daily, punctual attendance is expected and encouraged, you may miss three classes without negatively affecting your professionalism participation grade: four unexcused absences will lower your professionalism and participation grade by one full letter (B), and each subsequent set of two unexcused absences will lower your professionalism and participation grade by an additional full letter grade. Tardiness also affects your professionalism and participation grade. Arriving late or leaving early four times constitutes one unexcused absence. For attendance credit, initial the attendance sheet at the beginning of each class period. Sign a “T” next to your name if you arrive late or leave early. If you miss class, even for a few minutes, learn what was covered during that time so you have the most current course information.

c. Graded Assignments and Values—**1) Professionalism and Participation (150 points possible / 15%)**

In order to achieve the maximum number of professionalism and participation points, you should always do the following: do the assigned reading before class; annotate the assigned reading in preparation for class discussions; bring the assigned reading to class; actively participate in class activities and discussions, making at least one informed response or asking at least one relevant question per class period; encourage other students to participate in class; focus on the course material during the entire class period. You will earn fewer points if you generally, but do not always, prepare for class discussions and actively participate in class. You will earn an average professionalism and participation grade if you rarely volunteer your opinions and/or ask informed questions. You will earn a below average professionalism and participation grade if you only speak if called on. You will earn a failing professionalism and participation grade if you generally come to class unprepared and generally respond “I don’t know” when asked a question in class.

2) Reading Quizzes (5 at 30 points each / 150 points possible / 15%)

Five announced reading quizzes will test your comprehension of the reading assigned on the day of the scheduled quiz. We will review for each quiz in class, and you will take the quiz at the end of the scheduled class period.

3) Midterm Project and Objective Exam (350 points possible / 35%)

Your midterm exam consists of two parts. In part one, you will write short position papers (1 ½ to 2 pages each with one additional works cited page at the end) in response to prompts, which will be distributed in class before the deadline. Integrate at least one primary source in each essay according to MLA format. You will present your position papers in an oral presentation, a writing workshop, and a professor-student conference in order to receive feedback before the submission deadline. Also, submit your position papers in one document with one works cited page to Smarthinking through Blackboard before the writing workshop and to Turnitin through Blackboard before submitting a hard copy in class on the due date. On the midterm essay project due date, submit the following at the beginning of class in an envelope: 1) Hard copy of midterm exam essays with one works cited page in MLA format; 2) Smarthinking feedback (first page); 3) Turnitin confirmation (first page); 4) Two drafts with workshop comments; 5) Three conference questions. You will complete part two, an objective exam, in class. In part two, you might be asked to identify the author, title, and genre of passages assigned before the midterm exam, describe the textual or historical context of the passage, or define key literary terms. We will review for the midterm essay project and the midterm objective exam in class.

4) Final Project and Objective Exam (350 points possible / 35%)

For your final paper project, you will analyze literature assigned after the midterm exam in a longer paper (5-6 pages with at least one additional works cited page). Integrate the following sources in your analysis paper according to MLA format: at least one primary literary source; at least one relevant scholarly book; at least two relevant scholarly journal essays. You will receive writing prompts after the midterm exam, and you will present your paper and sources in an oral presentation, a writing workshop, and a professor-student conference in order to receive feedback before the submission deadline. Also, submit your analysis paper (with works cited page) to Smarthinking through Blackboard before the writing workshop and to Turnitin through Blackboard before submitting a hard copy in class on the due date. On the final paper project due date, submit the following at the beginning of class: 1) Hard copy of midterm exam essays with one works cited page in MLA format; 2) Smarthinking feedback (first page); 3) Turnitin confirmation (first page); 4) Two drafts with workshop comments; 5) Three conference questions. You will complete part two, an objective exam, in class. In part two, you might be asked to identify the author, title, and genre of passages assigned after the midterm exam, describe the textual or historical context of the passage, or define key literary terms. We will review for the analysis paper project and the final objective exam in class.

d. Policy on Missed or Late Assignments—

Assignments are due in class on the dates listed on the syllabus. If you miss a reading quiz, you will earn 0 points for that quiz (unless you show me evidence of an excused absence on the quiz date and arrange to make up the quiz in a timely manner, generally within one week of returning to class). Other missed or late assignments will drop one full letter grade per late class meeting period (unless you show me evidence of an excused absence on the assignment due date and turn in your missing or late assignment in a timely manner, generally when you return to class from the excused absence).

e. Text Requirements—

- Type all major writing assignments according to MLA format: type on 8 1/2” x 11” paper, double-space the text, write in Times New Roman (font 12), use 1” margins on all sides, and include a header at the top of each page (with your last name and page number). See *The Bedford Handbook* for additional MLA information.
- Submit your work to Smarthinking through Blackboard before the writing workshop.

- Bring two complete, polished, printed copies of your work to each writing workshop.
- Bring a list of at least three written project-related questions to each writing conference.
- Submit all major writing assignments in class and in Turnitin through Blackboard for grading.
- A essays illuminate complexities of language as well as theme, B essays are well organized, well developed, relatively error-free essays that need more complex development and/or clearer focus, and lower grades mean greater problems with development, organization, and grammar.

f. Policy on Academic Honesty—

Unless it is specifically connected to assigned collaborative work, all work should be individual. Penalties for academic dishonesty range from a lower or failing assignment or course grade to suspension or expulsion from the university. See the FSU Code of Student Conduct for additional information.

Please note: If these evaluation criteria must be revised because of extraordinary circumstances, the instructor will distribute a written amendment to the syllabus.

VII. FSU Policy on Disruptive Behavior in the Classroom: The *Code of the University of North Carolina* (of which FSU is a constituent institution) and the *FSU Code of Student Conduct* affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:

1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints.
3. Use of cell phones and other electronic devices
4. Overt inattentiveness (sleeping, reading newspapers)
5. Eating in class (except as permitted by the faculty member)
6. Threats or statements that jeopardize the safety of the student and others
7. Failure to follow reasonable requests of faculty members
8. Entering class late or leaving class early on regular basis
9. Others as specified by the instructor.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

1. Direct student to cease disruptive behavior.
2. Direct student to change seating locations.
3. Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior.
4. Dismiss class for the remainder of the period. (Must be reported to department chair.)
5. Lower the student’s final exam by a maximum of one-letter grade.
6. File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member’s department chair.

VIII. Academic Support Resources: For course materials, including our syllabus, your grades, Smarthinking access, and Turnitin access, see Blackboard at <http://www.blackboard.uncfsu.edu>. For writing resources, visit the Writing Center in the University College Learning Center, Helen T. Chick (<http://www.uncfsu.edu/learningcenter/writingcenter/index.htm>). Please feel free to call or see me during my office hours, especially when you have questions about the class or an assignment. Of course, you always can use your FSU email to contact me at avannyhu@uncfsu.edu.

IX. Course Outline and Assignment Schedule:**Part One/Book One:****“The Ancient World, Beginnings-100 C.E.”****Week 1: Introduction**

R 8/18 Introductions and Syllabus Review

Week 2: “Mesopotamia: The Formation of Cities and Earliest Literatures” (15)T 8/23 *The Message of Myth*R 8/25 Reading Assignment: *Epic of Creation* (40-55)**Week 3: “Egypt: The Seasons of the Nile: Pyramids, Tombs, and Hieroglyphics” (93)**T 8/30 Reading Assignment: Hymns (104-17); **Quiz 1**

R 9/1 Reading Assignment: Love Poems (118-25)

Week 4: “Greece: The Golden Age of Literature and Philosophy” (247)T 9/6 Reading Assignment: *The Odyssey* (421-44); **Quiz 2**R 9/8 Reading Assignment: *The Odyssey* (743-768)**Week 5: “Rome: Creating the Myth of Empire in the Land of Caesars” (1157)**T 9/13 Reading Assignment: Virgil’s *Aeneid* (1174-95)R 9/15 Reading Assignment: *Aeneid* (1195-1215); **Abstract/Prospectus Presentations.****Part Two/Book Two:****“The Middle Period, 100 C.E.-1450”****Week 6: “Europe: From Epic to Romance and Beyond” (469)**T 9/20 Reading Assignment: Dante Alighieri’s *Inferno* (689-708); **Quiz 3; First complete position paper draft due to Smarthinking and Turnitin.**R 9/22 Reading Assignment: *Inferno* (708-30)**Week 7: Midterm Presentations, Workshop, and Conferences**T 9/27 **Presentation Assignment:** Midterm Essay Project PresentationsR 9/29 **Writing Assignment:** Writing Workshop (of two copies of midterm exam essays) and Conferences (with three written questions)**Week 8: Midterm Exam**T 10/4 **Writing Assignment: Midterm Exam Essay Project Due (at the beginning of class);** Review for the Midterm Objective ExamR 10/6 **Writing Assignment: Midterm Objective Exam (completed in class)****Week 9: Library Demonstration and Literary Critical Research**

T 10/11 FSU Library Demonstration and Literary Critical Research

R 10/13 Reading Assignment: Augustine’s *Confessions* (64-96); **Quiz 4****Week 10: “The Near East: Christianity and Islam” (15)**T 10/18 **Midterm Break: No Class**R 10/20 Reading Assignment: *Life of Muhammad* (130-157)**Week 11: “China: From the Collapse of the Han Dynasty to the Mongol Invasions” (295)**

T 10/25 Reading Assignment: Qian’s Poetry (309-17)

R 10/27 Reading Assignment: Qian’s Poetry (302-09)

Week 12: “Japan: Birth of a Culture” (1011)T 11/1 Reading Assignment: *The Tale of the Heike* (1148-62)R 11/3 Reading Assignment: *The Tale of the Heike* (1162-74)

Part Three/Book Three:
“The Early Modern World, 1450-1660”

Week 13: “Africa: Epic and Empire in Mali” (17)

T 11/8 Reading Assignment: *Sunjata* (21-47); **Quiz 5**
 R 11/10 *Sunjata*

Week 14: “Europe: Renaissance and Reformation” (49) and “The Americas: Aztec Empire and New Spain” (695)

T 11/15 Reading Assignment: Petrarch’s “The Ascent of Mount Ventoux” and Sonnets (74-84); **Abstract/Prospectus Presentations.**
 R 11/17 Reading Assignment: Myths of Creation (715-35); **First complete essay draft due to Smarthinking and Turnitin.**

Week 15: “India: Spiritual Devotion and the Coming of the Mughals (913)

T 11/22 **Presentation Assignment:** Final Essay Project Presentations; Reading Assignment: Mirabai’s Poetry (924-28);
 R 11/24 **Thanksgiving Holiday: University Closed**

Week 16: Final Workshop and Conferences

T 11/29 **Writing Assignment:** Writing Workshop (of two copies of the final exam essay) and Conferences (with three written questions)

R 12/1 **Writing Assignment: Final Essay Project Due (at the beginning of class);** Review for Final Objective Exam
Note: If you are planning to graduate this semester, you will need to make arrangements to take your final objective exam before Saturday, December 3. Check your grades in Blackboard before you complete your final exam, and turn in any late coursework or excused absence documentation before turning in your final exam to receive course credit. If you have any grade-related questions, or if you have not submitted all assigned coursework, speak with me directly after you complete your final exam, that is, before you leave the exam room. Final grades will be submitted shortly after you complete your final exam in order to comply with university grade submission deadlines for graduating seniors.

Week 17: Final Exam

T 12/6 **Writing Assignment from 10:00-11:50 a.m.: Final Objective Exam (completed in class)**

Note: Check your grades in Blackboard before the final exam period, and turn in any late coursework or excused absence documentation before leaving the final exam period to receive course credit. If you have any grade-related questions, or if you have not submitted all assigned coursework, speak with me before leaving the final exam period. Final grades will be submitted shortly after the final exam period.

X. Teaching Strategies: In this section of World Literature I, students will increase their knowledge of the major authors, historical periods, and themes of early world literature through reading, analyzing, and discussing world literature, from its beginnings to the seventeenth century. The professional and participation coursework clarifies expected behavior, including regular attendance and active engagement during class. Short quizzes administered at the end of class will encourage students to do the assigned reading before class and to attend class to receive credit for doing the assigned reading. In addition, the short quizzes will help identify areas to review before major written projects and objective exams. Writing assignments, including shorting position papers and a longer literary analysis paper with literary critical research, will enhance students’ ability to write, assess, and revise essays on early world literature. Discussions, writing workshops, and oral presentations will give students opportunities to communicate findings and expertise with peers. A library demonstration and research will increase students’ ability to integrate literary critical sources into their writing on early world literature. Lectures, Smarthinking submissions, Turnitin submissions, and professor-student conferences will give students opportunities to receive feedback on their analyses of ancient, middle, and early modern world literature.

Enjoy the course!