World Literature I Syllabus
Eastfield College

Instructor Information
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Office Hours: To be announced
Division Office and Phone: Arts & Communications, G-138, 972-860-7124

Course Information
Course Title: World Literature I
Course Number: ENGL 2332
Section Number: 40310
Semester/Year: Spring (Flexterm I) 2020
Credit Hours: 3
Class Meeting Time/Location: MW 9:30am-10:50am, G126
Certification Date: 3/30/2020
Last Day to Withdraw: 5/1/2020

Course Prerequisites
Prerequisite Required: ENGL 1301 and ENGL 1302.

Course Description
A survey of world literature from the ancient world through the sixteenth century. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from a diverse group of authors and traditions. For repeatability purposes, students who take English 2331 should not also take English 2332 or 2333. (3 Lec.)

Student Learning Outcomes
Upon successful completion of this course, students will:
1. Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.

2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.

3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.

4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.

5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

Texas Core Objectives
The College defines essential knowledge and skills that students need to develop during their college experience. These general education competencies parallel the Texas Core Objectives for Student Learning. In this course, the activities you engage in will give you the opportunity to practice two or more of the following core competencies:

1. Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

2. Communication Skills - to include effective development, interpretation, and expression of ideas through written, oral, and visual communication

3. Empirical and Quantitative Skills - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

4. Teamwork - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

5. Personal Responsibility - to include the ability to connect choices, actions, and consequences to ethical decision-making

6. Social Responsibility - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Required Course Materials
Note: A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Graded Work
The tables below provide a summary of the graded work in this course and an explanation of how your final course grade will be calculated.

Summary of Graded Work

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Subtotal Percentages</th>
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<tbody>
<tr>
<td>In-Class Activities</td>
<td>20%</td>
</tr>
<tr>
<td>Reading Journals, 3@10% each</td>
<td>30%</td>
</tr>
<tr>
<td>Exams, 3@10% each</td>
<td>30%</td>
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<tr>
<td>Essay</td>
<td>20%</td>
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TOTAL: 100%

Final Grade

<table>
<thead>
<tr>
<th>Percentages</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>80-89%</td>
<td>B</td>
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<td>70-79%</td>
<td>C</td>
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<tr>
<td>60-69%</td>
<td>D</td>
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<tr>
<td>0-59%</td>
<td>F</td>
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Description of Graded Work

In-Class Activities: Discussion, group quizzes, and essay workshop
**Reading Journals:** 3 journals answering reading prompts to assigned readings – Unit I Greece (Homer’s *The Odyssey*), Unit II Middle Ages (*Beowulf*), Unit III Renaissance (Shakespeare’s *Hamlet*)

**Exams:** 3 in-class exams over Unit I Greece, Unit II Middle Ages, and Unit III Renaissance readings

**Essay:** literary analysis, at least 1000 words, at least one source (text being analyzed)

**Attendance and Your Final Grade**
Attendance and success in the course are related because class participation is part of the learning process and will affect your final course grade. You are expected to attend every class (or access eCampus at least weekly if entirely online) and be ready and willing to work.

If your absences exceed two weeks’ class sessions (or exceed two weeks’ worth of assignment deadlines), I may advise you to drop the course (if this occurs before the drop date), or you may be given a grade of “F” for the missing work. Please understand that this is not meant to penalize you unfairly but is meant to encourage participation in order that you may receive maximum benefit from the course, including the maximum possible grade.

An absence, however, is excused due to illness, car problems, family emergencies, or religious obligations (absence due to religious holy day[s]). Please inform the instructor before or immediately after the absence so that the instructor can excuse the absence. You are required to complete any assignments or take any examinations missed as a result of the absence within the agreed-upon revised timeframe specified by the instructor.

**Late Work Policy**
You are expected to submit assignments on time. The instructor will deduct ten points for each week the assignment is late for a maximum 20 points deducted. After two weeks, the instructor will not accept any late work. No late work will be considered for full credit unless you discuss with her about why the work will be late prior to its due date. She will give you a new due date. The absolute deadline to turn in any acceptable late work is **To Be Announced**, before 11am. Afterwards, the instructor will accept no late work.

**Other Course Policies**

**Classroom Etiquette**
While discussing the Reading Journal and other class topics, please understand that disrespectful comments (even if you didn’t mean it) to yourself, your classmates, and/or your instructor will negatively affect any In-Class Activities assignment grade. The instructor will respect you and your classmates; please have the courtesy to do the same. As for smartphone/tablet/laptop: only use them for class related tasks.

4 -- rev. 12/17/2019 rfr
Academic Honesty & Plagiarism—English Departmental Policy

Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the DCCCD Code of Student Conduct.

Academic dishonesty includes, but is not limited to, cheating on tests, plagiarism and collusion. **Cheating** includes copying from another student’s test or homework paper, using materials not authorized, collaborating with or seeking aid from another student during a test, knowingly using, buying, selling, stealing, or soliciting the contents of an unadministered test, and substituting for another person to take a test. **Plagiarism** is the appropriating, buying, receiving as a gift, or obtaining by any means another’s work and the unacknowledged submission or incorporation of it in one’s own written work. **Collusion** is the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements.

Academic dishonesty is a serious offense in college. You can be given a failing grade on an assignment or test, can be failed for the class, or you can even be suspended from college. In any written paper, you are guilty of the academic offense known as plagiarism if you partially or entirely copy the author’s sentences or words without quotation marks. For such an offense, a student will receive a zero on the assignment and could even receive an F for the course. You cannot mix the author’s words with your own or “plug” your synonyms into the author’s sentence structure. To prevent unintentional borrowing, resist the temptation to look at the source as you write, unless you are using a direct quote. The author’s words, phrases, sentences must be put in your words, in your way of writing. When you do this, you are demonstrating the ability of understanding and comprehension.

Please be advised that academic dishonesty and plagiarism are serious issues that may result in serious consequences. Students should be aware that they are responsible for their behavior concerning these issues. This class will adhere to the student’s “Responsibility” as detailed in the DCCCD Code of Student Conduct.

**Consequences for Academic Dishonesty and/or Plagiarism:** Any student in this English class found guilty of cheating on an examination or of Plagiarism (using the definitions given for both terms in the attached document) will receive one or more of the following penalties:
- The grade of zero (0) on that particular assignment.
- A course grade of F (depending on the severity of the student’s dishonesty or plagiarism).
- The professor may request that the student drop the class.

**Institutional Policies**
Institutional Policies relating to this course can be accessed using the link below. These policies include information about tutoring, Disabilities Services, class drop and repeat options, Title IX, and more: [Eastfield Institutional Policies](http://www.eastfieldcollege.edu/syllabipolicies)

**Course Schedule**
<table>
<thead>
<tr>
<th>Week</th>
<th>Readings &amp; Assignments</th>
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| **Week 1:** 3/24-3/28 | **INTRODUCTIONS and begin UNIT I: ANCIENT GREECE**  
**Homework (Before 1st Class Session), Part I**  
A. Go over syllabus and eCampus course site  
B. See Crash Course’s “How and Why We Read”  
C. Go over Purdue OWL’s “Close Reading a Text and Avoiding Pitfalls” and “Poetry: Close Reading”  
D. See Khan Academy’s “Overview of Ancient Greece”  
E. See Crash Course’s “The Greeks and Romans – Pantheons Part 3: Crash Course World Mythology #9”  
F. See Overly Sarcastic Production’s “Classics Summarized: The Odyssey”  
**In-Class Activities (Wed):** Discuss the homework  
**Homework, Part II:**  
A. Read abridged version of Homer’s *The Odyssey*.  
B. Optional: follow along with this low-quality audio reading on YouTube.  
C. Answer the UNIT I READING JOURNAL questions as you read  

Homer, *The Odyssey* (composed ca. 800 BCE, 400 years AFTER the Trojan War)  

1. Why is Odysseus’ plan to escape the Cyclops’ cave wiser than his men’s? If he is so wise, then why does Odysseus risk his and his men’s life by revealing who he is when they have safely escaped at sea?  

2. What has Odysseus learned about himself that makes him such a new man that he is literally reborn naked and washed up on shore for Nausicāa to find? Why do you think that Odysseus, who has always been rash, doesn’t enter into the town with Nausicāa but follows a little after?  

3. How is Odysseus received by Nausicāa’s family and by the other men at court? How does he demonstrate his wisdom in the way he deals with them? Describe two other incidents in which he demonstrates his newfound self-knowledge.  

4. With each episode during his return to Ithaca, Odysseus loses more of his possessions and men. What do you think is the point of all the losses? What does he gain with each encounter?  

5. Odysseus’ son Telemachus is not essential to move the plot to its logical conclusion. However, the first four books of the epic poem is Telemachus’
journey towards his own personal development. Explain the role Telemachus plays in the story, in contrast with Odysseus and/or Nausiäa, using specific incidents from the epic.

6. Although women had little power in the time of The Odyssey, Penelope uses whatever is available to her to influence the action and the outcome. Trace from the beginning exactly what she did and how it influenced the action and/or outcome.

7. Odysseus has been absent for twenty years and is no longer recognizable. Penelope demonstrates her intelligence by not accepting the stranger’s word for his identity. How does she ascertain that he is indeed Odysseus? Why is this necessary?

8. What is happening in Ithaca since Odysseus didn’t return home from the Trojan War? Why do you think the suitors want to marry Penelope? Why are they not worried about how they are treating the household’s food and property?

9. Odysseus decides to test the suitors rather than killing them outright. How does he do this? What is the outcome? Odysseus also has one last problem after the slaughter of the suitors: the wrath of their families. How does he deal with their wrath? What does this reveal about his character? In his revenge against the suitors, is he justified in his actions? Why or why not?

10. The gods intervene at many points on Odysseus’s journey home and after his return home, even to the very end of the epic poem. Pick three incidents of a god’s intervention (either as support or obstacle) and explain how it influences both the action and Odysseus’s personal development. In other words, what is the significance of the gods in Odysseus’ story?

Recommended:

Week 2: 3/29-4/4 (Certification Day 3/30)

CONTINUE UNIT I:
- In-Class Activities (MW): Discussion, group quizzes, and exam review over Homer’s The Odyssey
- Reading Journal: Unit I -- due this Saturday, 4/4, in eCampus
**Week 3: 4/5-4/11**

**FINISH UNIT I:**
Exam (M): Take in-class Unit 1 Exam (up to one-hour, max!)

**BEGIN UNIT II: MIDDLE AGES**

**In-Class Activities (Mon):**
A. See Khan Academy’s “Overview of the Middle Ages”
B. See Overly Sarcastic Production’s “Classics Summarized: Beowulf”

**Homework:** Read *Beowulf*, follow along with YouTube version if needed, and answer the **UNIT II Reading Journal** questions as you read:

*Beowulf* (composed ca. 700 CE)

1. Is *Beowulf* an epic? What sort of social order produces “epic” poetry? What values does the poem promote, and how does it promote them?

2. Look at the religious references in the poem: what are the names for God? What biblical events are mentioned, and who mentions them? What specifically pagan practices (sacrifice, burial, augury, etc.) are described? How do the characters see their relationship to God (or the gods)? And does the heroic code expressed in *Beowulf* conflict with a Christian sensibility?

3. Try to construct a relative timeline (without specific details) for the life and death of the hero Beowulf. Why is the earliest part of his life narrated near the last part of his life? Discuss the relation between the plot (what order events are narrated in the poem) and the story (what happened chronologically in a timeline).

4. What is the status of gold and gift-giving in the poem? Who gives gifts, who receives them, and why? Are the modern concepts of wealth, payment, monetary worth, and greed appropriate for the world of *Beowulf*? Why or why not?

5. Wealtheow, Hygd, Grendel’s mother – what do the female characters in *Beowulf* do? How do they do it? Do they offer alternative perspectives on the heroic world (so seemingly centered around male action) of the poem?

6. Every culture makes distinctions between what is inside the social order and what is outside, between the human and the non-human (a category which can include animals, plants, natural processes, monsters and the miraculous). Cultures organize themselves to contain or exclude these “outside” things; social organization also works to control certain violent human tendencies inside the culture (anger, lust, fear, greed, etc.). How does the social world depicted in *Beowulf* do this? That is, what does it exclude, and why? What is its attitude towards the “outside” of culture? How does it control the forces that threaten social stability within the hall?
NOTE: If you are following along with the YouTube video, here is some advice:

FIRST -- This video seems slower than it should be, so I'd recommend that you set in "Settings" (the "gear" icon on the bottom-right of the video window) the speed to either "1.25" or "1.5" -- otherwise, the whole video will be over 2 1/2 hours to listen to.

SECOND -- The YouTube video skips some sections of the text, so you can skip them as well as you follow along:

- lines 0-835 (ends on timestamp 46:53) -- Beowulf vs. Grendel
- lines 836-862 (ends on timestamp 48:31) -- post-battle in Heorot
- lines 915-1069 (ends on timestamp 57:17) -- feast and gift-giving
- lines 1160-1231 (ends on timestamp 1:01:26)
- lines 1232-1441 (ends on timestamp 1:13:20) -- Grendel's mother to Heorot & post-slaughter & the mere
- lines 1441-1631 (ends on timestamp 1:2?:??) -- Beowulf vs. Grendel's mother
- lines 1632-1686 (ends on timestamp 1:26.27) -- post-battle in Heorot & gifts
- lines 1866-1931 (ends on timestamp 1:29:59) -- Beowulf returns to Greatland
- lines 1963-1986 (ends on timestamp 1:31:13) -- in Hygelac's hall
- lines 2069-2199 (ends on timestamp 1:39:30)
- lines 2200-2710 (ends on timestamp 2:10:50) -- King Beowulf vs. Dragon (50 years later)
- lines 2711-2910 (ends on timestamp 2:22:36) -- Death of Beowulf
- lines 3008-3182 (ends on timestamp 2:33:18) -- funeral of Beowulf

In-Class Activities (Wed): Discussion of the homework.

Week 4: 4/12-4/18

FINISH UNIT II:
- In-Class Activities (Mon): Discussion, group quizzes, and exam review over Beowulf.
- Reading Journal: UNIT II -- due this Tuesday, 4/14, in eCampus
- Exam (Wed): Take in-class Unit II Exam (up to one-hour, max!)

BEGIN UNIT III: RENAISSANCE

In-Class Activities (Wed): -- See Overly Sarcastic Production’s "Shakespeare Summarized: Hamlet"
Homework:

A. See Crash Course’s “The Renaissance: Was It a Thing?” and “Luther and the Protestant Reformation”

B. See Crash Course’s “Ghosts, Murder, and More Murder - Hamlet Part I: Crash Course Literature 203” and “Ophelia, Gertrude, and Regicide - Hamlet II: Crash Course Literature 204”

C. Read Shakespeare’s Hamlet – and answer the UNIT III READING JOURNAL questions (see below). (Optional: Follow along with the YouTube audio version; if you do, you’ll want to increase the speed to 1.25 or even 1.5)

Shakespeare’s Hamlet (composed 1600 CE)

1. In the first act, Hamlet is upset by issues both personal and political that influence his actions throughout the play. Explain those issues and how they affect his actions in the play.

2. Describe the relationship between Hamlet and his mother, Gertrude. Be sure to consider: (1) what it was before Hamlet Sr.’s death and (2) why Hamlet obsesses over his mother’s marriage with Claudius.

3. Describe the relationship between Hamlet and Ophelia. Be sure to consider: (1) what it was before Hamlet Sr.’s death; (2) why Hamlet spurns her; (3) what her father requests her to do about Hamlet; (4) the reason for her suicide; and (5) Hamlet’s reaction to it.

4. Describe Laertes’s good and bad qualities. How does he compromise his honor? What do you think about the information he learns during his duel with Hamlet? How do you feel about his death? How would you compare Hamlet to Laertes?

5. Gertrude is torn between her love for Claudius and her love for Hamlet. Explain how these two loves influence her actions toward both men, as well as toward Ophelia and Polonius.

6. What role, if any, does Christianity play in Hamlet?

7. Played against the story of Hamlet is a political intrigue involving Fortinbras. How does the timely arrival of Fortinbras at the end of the play affect the kingdom of Denmark? How would you compare Hamlet to Fortinbras?

8. Hamlet is often criticized for his hesitancy in obeying the command of his father’s ghost. Explain why he is reluctant to obey and how that reluctance influences his actions.
<table>
<thead>
<tr>
<th><strong>Week 5:</strong> 4/19-4/25</th>
<th><strong>FINISH UNIT III and BEGIN ESSAY WORK:</strong></th>
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<tbody>
<tr>
<td><strong>In-Class Activities (Mon):</strong> Discussion, group quizzes, and exam review over Shakespeare's <em>Hamlet</em></td>
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<tr>
<td><strong>Reading Journal:</strong> UNIT III -- due this Tuesday, 4/21, in eCampus</td>
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<tr>
<td><strong>Exam (Wed):</strong> Take in-class Unit 3 Exam (up to one-hour, max!)</td>
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<tr>
<td><strong>In-Class Activities (Wed):</strong> Discuss Purdue OWL's “Writing about Literature” and “Writing about World Literature”</td>
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<tr>
<td><strong>Homework:</strong> Prepare for Essay -- brainstorm an analytical (thematic or character-based) topic, based on your journals and/or in-class activities.</td>
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<tr>
<th><strong>Week 6:</strong> 4/26-5/2 (Drop Date 5/1)</th>
<th><strong>In-Class Activities (MW) and Homework:</strong> Outline, reread, do any additional research (if needed), draft for Essay, following structure below:</th>
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</thead>
<tbody>
<tr>
<td><strong>Introduction paragraph leading to your Thesis Statement:</strong></td>
<td></td>
</tr>
<tr>
<td>A. Give brief summary of the reading(s) here --- NAME DROP the source(s) name (author’s name + title, or if no named author, then title alone) as in-text citation.</td>
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<tr>
<td>B. Ask a question.</td>
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<tr>
<td>C. Your Thesis Statement becomes the answer to that question, with your “at least 3 points” – that is, your three reasons for your Thesis Statement.</td>
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**I. Topic sentence: Reason 1** |
A. Support with examples from the reading(s) |
B. If the body paragraph is VERY LONG, then separate the examples into their own body paragraphs. |

**II. Topic sentence: Reason 2** |
A. Support with examples from the reading(s) |
B. If the body paragraph is VERY LONG, then separate the examples into their own body paragraphs. |

**III. Topic sentence: Reason 3** |
A. Support with examples from the reading(s) |
B. If the body paragraph is VERY LONG, then separate the examples into their own body paragraphs. |

**IV. Topic Sentence (IF NEEDED):** If you have a Fourth Reason, do the same as above here
Conclusion paragraph:
A. Restate Thesis
B. Restate any key points
C. End with strong concluding statement – like advice, and so on.

Reminder: Don’t forget Work(s) Cited Page!

| Week 7: 5/3-5/9 | In-Class Activities (MW) and Homework: finish drafting, peer review, edit, revise for ESSAY. |
| Week 8: 5/10-5/14 (Final Week) | Essay DUE, in eCampus, anytime on Monday, 5/11. |
| | LAST DAY TO SUBMIT LATE WORK IS Wednesday, May 13, before 11am, in the morning. |

Final Course Grades can be viewed on eConnect, beginning May 18.

MISSION
Eastfield College English faculty help students become confident, competent writers who can communicate effectively in diverse situations to a variety of audiences, using writing skills as well as critical thinking to develop and express their ideas.

DISCLAIMER RESERVING RIGHT TO CHANGE SYLLABUS/COURSE SCHEDULE
The instructor reserves the right to amend this syllabus as necessary.

Syllabus Acknowledgement:
Please post on the Discussion Board, under “Syllabus Acknowledgement” this message: “I have read the syllabus and agree to its terms and policies.”