

**Sul Ross State University**  
**English 2331**  
**World Literature**  
**Spring 2023**

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Course Text: *Via Blackboard*

**Course Objectives and Descriptions:** English 2331, World Literature, is a course which seeks to expand several aspects of literacy for students. Primarily, the course examines literature from across the globe in order to explore the notion that we are all human living and expressing our cultures. We will seek a better understanding of the techniques of critical analysis of major literary forms—primarily prose fiction—through close readings, discussions, writings, and examinations based on reading assignments. English 2331 will focus its discussion of forms through cultural and social expressions. That is, the course will attempt to uncover the sense that literature is not created outside of or despite existing cultures and social occurrences; rather, it speaks directly to our own experiences and lives. This helps develop our personal and professional lives in terms of aesthetics, communications, and our literacies.

In addition, students in English 2331 will be expected to complete the following state-mandated outcomes in order to successfully complete the course:

The objective of the humanities and visual and performing arts in a core curriculum is to expand students' knowledge of the human condition and human cultures, especially in relation to behaviors, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the visual and performing arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.

**English Program Outcomes:**

Graduating students in English will demonstrate that they can

1. Construct essays that demonstrate unity, organization, coherence, and development
2. Analyze literary works by applying principles of literary criticism or theory
3. Produce research papers that demonstrate the ability to locate a variety of acceptable sources, employ them effectively through quotations or paraphrases, integrate them smoothly into the writer's own prose, and document them correctly using MLA format
4. Demonstrate creativity or originality of thought in written or multimedia projects
5. Compare/contrast and analyze major works and periods within World, English, and American literature.

## Course Expectations:

English 2341 is a course, designed so that students benefit, learn, and, ultimately, increase literacy, through close and detailed discussions of the assigned readings and concepts. Students will be expected to present to this class prepared by carefully completing assignments for each class week as they are due. These assignments will range from readings, informal writings in the forms of journal exercises and formal writings in the forms of essay exams and creative manuscripts with analytic introductions.

## Coursework:

**\*\*Please note that you must submit assignments as Microsoft Word documents or as PDF documents to ensure access in Blackboard. Please contact [blackboardsupport@sulross.edu](mailto:blackboardsupport@sulross.edu) or 432.837.6055 if you have technical problems or questions. Blackboard only works best in Firefox, Safari, or Chrome (rather than Explorer). It is free to download.\*\***

Assignments: English 2331 will be graded according to the following assignments:

Essay One	20%
Essay Two	20%
Essay Three	20%
Journal	20%
Final Examination	20%

Grading Percentages: English 2331 will be graded on the percentage of 100: A=90-100; B=80-89; C=70-79; D=60-69; F=59-below

The vast majority of this course will be completed via the writing and discussion of both literature and theoretical readings regarding techniques which make up literature. We will read and write about selections from the required text for the course. You are expected to participate fully in a completely engaged manner and will be held accountable for your participation, both in formal and informal forums, throughout the completion of the semester's work. All of your participation must be thoughtful, sincere, and tactful. In the pursuit of these goals, we will write three response essays. You will also complete a course journal that will hold assigned materials generated this semester. The course journal will consist of only assigned writings in the form of "elements." It will be one continuous document and turned in only once, at the end of the semester. The elements will be titled by number and each appear with a page break between.

Finally, you will turn in a midterm and final examination in essay form, which pulls together the work from the semester.

### **Detailed Assignment Description:**

*Readings*—The readings for the course involve short fiction and poetry by masters of world literature, as well as discussions of the elements that make up the forms. Thus, we will be able to read great and varied examples of various genres as a way to model techniques while also comparing and contrasting genres and subgenres of the forms. This allows us to increase confidence in our writing and analytic abilities as a way into our life experiences as members of our own cultures. Writing never occurs in a vacuum; it informs and is informed by its surrounding cultures. The readings will highlight this crucial fact.

*Short Response Essays*—The essays will each respond to assignment asking you to analyze pieces read in class, especially focused on the authorial intention of communicating human cultural experiences. The essays will be typed, in Times New Roman font, double-spaced, 2-3 pages in length, and utilize MLA style.

*Course Journal*—The course journal will consist of prompts from the text which ask you to journal about what you read, analyze techniques authors use when writing, or to expand your own ideas for course writings. The goals of journal exercises are to facilitate clear understanding of the literature as well as develop your abilities to write freely and with confidence. Obviously, the responses are as valuable as the effort put into them. Please feel free to use any of the journal exercises as inspirations for further, more formal assignments—they are meant to be such. I will evaluate your effort on these exercises once, at the end of the course. It will be turned in as a single Word attachment. But please write the exercises as they are due—this will maximize their success for your endeavors. Each entry should be a minimum of 300 to 500 words. The precise prompts are listed in the syllabus.

*Final Examinations*—The examination will pull together the key ideas and aspects of the course. That is, I will ask you to write fully-developed essays that explore key concepts and personal analyses of the term's work. The goal of this assignment is to apply our discussions and growing skills in analysis of literature, the readings of such, and the cultural and historical impact of cultures on literatures. It will also measure your ability to pull together the session's significant ideas comprehensively and clearly.

**Late Work:** All major assignments and/or projects, etc. are due on the dates assigned by midnight, unless otherwise noted. You are responsible for all assignments in this course and must complete all required work in English 2331 to receive a passing grade.

**Late assignments** will receive a full letter grade deduction for being late. This means, if you turn in your assignment late and it receives a B, it automatically will be reduced to a C. *I do not accept any late work for this course after the final exam period has ended.*

**Attendance:** Consistent participation is absolutely necessary. Remaining current with the course schedule and taking part during the expected due dates will not only keep you personally engaged, but also will ensure that other participants of the course can benefit from your thoughts, ideas, and reactions toward the reading and writing. I only require documentation for absences if you are missing an examination or a due date. Otherwise, the roll is kept for my reference of your attendance.

## **Grading Scale:**

Percentages and Grade Equivalents:

A= 90-100% B=80-89% C=70-79% D=60-69% F=59% or below

## **Marketable Skills:**

1. Students will communicate effectively in writing and speaking.
2. Students will use different research strategies to address problems and develop ideas that engage a variety of perspectives.
3. Students will recognize how social and cultural contexts shape meaning and language.

## **Student Learning Outcomes:**

**SLO 1** – Students will be able to construct documents that demonstrate unity, organization, coherence, and development, and are grammatically correct.

**SLO 2** – Students will be able to analyze and interpret literary works by applying principles of critical thinking, literary criticism, or theoretical engagement.

**SLO 3** – Students will be able to produce researched documents that demonstrate the ability to locate a variety of credible sources, employ them effectively through quotations and paraphrases, integrate them smoothly into the writer's own prose, and document them correctly using the style appropriate to the document.

**Educator Standards:** For students seeking certification, this course will cover aspects of the following TEA educator competencies:

English Language Arts and Reading EC-6 Subject I:

*Competency 004 (Literacy Development): The teacher understands that literacy develops over time, progressing from emergent to proficient stages and uses a variety of approaches to support the development of students' literacy.*

*Competency 006 (Fluency Reading): The teacher understands the importance of fluency for reading comprehension and provides many opportunities for students to improve their reading fluency.*

*Competency 007 (Reading Comprehension and Applications): The teacher understands the importance of reading for understanding, knows the components and processes of reading comprehension and teaches students strategies for improving their comprehension, including using a variety of texts and contexts.*

*Competency 009 (Reading, Inquiry, and Research): The teacher understands the importance of research and inquiry skills to students' academic success and provides students with instruction that promotes their acquisition and effective use of those study skills in the content areas.*

*Competency 010 (Writing Conventions): The teacher understands the conventions of writing in English and provides instruction that helps students develop proficiency in applying writing conventions.*

*Competency 011 (Written Communication): The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication.*

*Competency 012 (Viewing and Representing): The teacher understands skills for interpreting, analyzing, evaluating, and producing visual images and messages in various types of media, and provides students with opportunities to develop in this area.*

*Competency 013 (Assessment of Developing Literacy): The teacher understands the basic principles of literacy assessment and uses a variety of assessments to guide literacy instruction.*

#### English Language Arts and Reading 4-8 Domain II:

*Competency 004 (Reading Comprehension and Assessment): The teacher understands the importance of reading for understanding, knows components and processes of reading comprehension and teaches students strategies for improving their comprehension.*

*Competency 005 (Reading Applications): The teacher understands reading skills and strategies appropriate for various types of texts and contexts and teaches students to apply those skills and strategies to enhance their reading proficiency.*

*Competency 006 (Written Language—Writing Conventions): The teacher understands the conventions of written English and provides instruction that helps students develop proficiency in applying written conventions.*

*Competency 007 (Written Language—Composition): The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication.*

*Competency 008 (Study and Inquiry Skills): The teacher understands the importance of study and inquiry skills as tools for learning in the content areas and promotes students' development in applying study and inquiry skills.*

#### English Language Arts and Reading 7-12

##### Domain I:

*Competency 001: The teacher understands and applies knowledge of relationships among the language arts and between the language arts and other aspects of students' lives and learning.*

##### Domain II:

*Competency 004: The teacher understands reading processes and teaches students to apply these processes.*

*Competency 005: The teacher understands reading skills and strategies for various types of nonliterary texts and teaches students to apply these skills and strategies to enhance their lifelong learning.*

*Competency 006: The teacher understands literary elements, genres, and movements and demonstrates knowledge of a substantial body of literature.*

*Competency 007: The teacher understands strategies for reading literary texts and provides students with opportunities to formulate, express, and support responses to literature.*

*Competency 008: The teacher understands and promotes writing as a recursive, developmental, integrative and ongoing process and provides students with opportunities to develop competence as writers.*

*Competency 9: The teacher understands effective writing and teaches students to write effectively in a variety of forms and for various audiences, purposes, and contexts.*

## **Disabilities and Counseling Services**

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-171, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8203.

## **Accommodations**

Students who may warrant academic accommodations should contact me as soon as possible so that we may make arrangements to ensure the most hospitable and enhancing (cyber) learning environment as possible.

## **Statement on Wearing Masks**

Please be respectful of your peers' choices regarding masks and personal spaces.

## **SRSU Library Services**

The Sul Ross Library offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, [library.sulross.edu](http://library.sulross.edu). Off-campus access requires your LoboID and password. Check out materials using your photo ID. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or phone (432-837-8123).

## **Video Classroom Statement**

If you need to attend the course online, in order to ensure the successful completion of this course, as well as to allow attendance to be monitored, students must enable their video cameras during class time, unless otherwise approved by the instructor. In addition, video classroom will be treated as a formal classroom environment: Students must attend prepared and appropriately attired.

**Academic Ethics:** It is the responsibility of students and instructors to help maintain scholastic integrity at the University by refusing to participate in or tolerate scholastic dishonesty. Any student who represents someone else's work as his or her own will automatically receive a zero for that assignment, which will likely result in a failure for the course. Plagiarism can be purposeful or inadvertent, but either results in an unacceptable and unethical academic performance. Plagiarism will most likely result in a failure for the course.

*A Writer's Reference:* **I strongly recommend all students and instructors of writing and literature own and utilize Diana Hacker's *A Writer's Reference*. It is a sound, credible, and particularly usable stylebook.**

**Syllabus:** The calendar due dates for assignments will be determined and posted on the Blackboard course shell in announcements and assignment links.

## Course Syllabus

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- 1/24-1/26 “The Masque of the Red Death” (Edgar Allen Poe)  
“Rip Van Winkle” (Washington Irving)  
“The Fall of the House of Usher” (Edgar Allen Poe)”
- 1/31-2/2 “The Overcoat” (Nikolai Gogol)  
“Young Goodman Brown” (Nathaniel Hawthorne)  
“The Country Doctor” (Ivan Turgenev)
- 2/7-2/9 “The Necklace” (Guy de Maupassant)  
“Desiree’s Baby” (Kate Chopin)  
“The Story of an Hour” (Kate Chopin”
- 2/14-2/16 “Notes from Underground” (Fyodor Dostoevsky)  
“Bartleby the Scrivener” (Herman Melville)
- 2/21-2/23 “The Darling” (Anton Chekhov)  
“The Lady with the Dog” (Anton Chekhov)
- Essay I**
- 2/28-3/2 “The Heart of Darkness” (Josef Conrad)
- 3/7-3/9 “The Death of Ivan Ilych (Leo Tolstoy)  
“A Scandal in Bohemia” (Arthur Conan Doyle)
- 3/14-3/16 *Spring Break!*  
“The Metamorphosis” (Franz Kafka)
- 3/21-3/23 “Death in Venice” (Thomas Mann)  
“Araby” (James Joyce)
- 3/28-3/30 “Witness for the Prosecution” (Agatha Christie)  
“A Jury of Her Peers” (Susan Glaspell)
- 4/4-4/6 “Hills Like White Elephants” (Ernest Hemmingway)  
“A Rose for Emily” (William Faulkner)

### Essay 2



- 4/11-4/13                “The Lottery” (Shirley Jackson)  
                                  “Sonny’s Blues” (James Baldwin)  
                                  “A&P” (John Updike)
- 4/18-4/20                “Aura” (Carlos Fuentes)  
                                  “A Very Old Man with Enormous Wings”  
                                  (Gabriel Garcia Marquez)
- 4/25-4/27                “Family Furnishings” (Alice Munro)  
                                  “Shiloh” (Bobbie Ann Mason)  
                                  “The Things They Carried (Tim O’Brien)
- 5/1-5/3                    “Those Who Walk Away from Omelas” (Ursula K. Le Guin)  
                                  “The Man in the Black Suit” (Stephen King)

### **Essay 3**

- 5/8                         “Everyday Use” (Alice Walker)  
                                  “The House on Mango Street” (Sandra Cisneros)  
                                  “Girl” (Jamaica Kinkaid)

### **Journal Due**