



**ENG 3317: World Literature II
2W1/31051
ENGL 3317: World Literature II
2W1/31047
SUMMER II/2024**

Syllabus

Instructor: Dr. Kathy Stein
Office Hours: M-R 11:00-noon (virtually or by phone)
Office Location: Ferguson Hall 214B
Telephone: 432-837-8770
Email Address: kstein@sulross.edu

Communication: Unless we have scheduled an appointment, I will be “offline” from 3:00 pm Monday-Thursday and on the weekends from noon on Friday until noon on Monday. **I will use BlackBoard (BB) to send emails to your class.** Check your Sul Ross email account regularly. Please send messages to my Sul Ross email address (not through BB, as I do not check BB as often as I check Outlook).

Classroom Location: BlackBoard

Required Texts: *The Norton Anthology of World Literature* (Shorter Second Edition)
Eds. Sarah Lawall, et al, 2009. ISBN: 978-0-393-93303-1

Open Educational Resources:

Purdue Online Writing Lab: https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html

MLA Style Center: https://style.mla.org/?_ga=2.218587290.2064535339.1595451009-1173739538.1595451009

Department of Defense Manual for Written Material (DOD 5110.4-M)/Writing Style and Preferred Usage): <https://www.esd.whs.mil/CMD/MFWM/>

Course Description

A study of world literature from the Early Modern World to 1945.

Course Objectives:

Students in ENG 3317/ENGL 3317 will do the following;

- 1) examine the historical development of children and adolescent literature through the academic lens;
- 2) analyze pedagogical methodologies inherent in the literature;
- 3) understand techniques used in the creation and presentation (uses) of this literature, especially those historically proven with both popular and critical audiences;
- 4) prepare to enter the academic and professional markets with a full understanding of educational and professional expectations within this genre;
- 5) develop the appropriate language for expert navigation of the genre and the academic discussion of the children and adolescent literature as a genre;
- 6) prepare professional documents which reflect careful and successful rhetoric;
- 7) communicate carefully, fully, and successfully via an online environment.

Student Learning Outcomes:

English (undergraduate) Program Learning Outcomes:

Graduating students will demonstrate in ENG 3317/ENGL 3317 that they can do the following:

- 1) construct essays that demonstrate unity, organization, coherence, and development
- 2) analyze literary works by applying principles of literary criticism or theory
- 3) demonstrate creativity or originality of thought in written or multimedia projects
- 4) compare/contrast and analyze major works and periods within World, English, and American literature.

Educator Standards: For students seeking certification, this course will cover aspects of the following SBEC educator standards and competencies:

English Language Arts and Reading EC-6 Standard VI:

Reading fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.

English Language Arts and Reading EC-6 Standard VII: Reading Comprehension:

Teachers understand the importance of reading for understanding, know the components of comprehension and teach young students strategies for improving comprehension.

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 strategies for improving their comprehension, including using a variety of texts and contexts.

English Language Arts and Reading 8-12 Standard IV: English language arts teachers in grades 8-12 understand an extensive body of literature and literary

genres and provide students with opportunities to read diverse forms of literature and to view literature as a source for exploring and interpreting human experiences.

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

Marketable Skills (English Program):

- 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.

Course Policies

1. Attendance: Successful students commit to their classes. To get you money's worth out of this class, you have to engage. Being a better writer requires you working hard at practicing good writing skills. You don't have to be super smart to be a good student. You have to be committed.

You have paid to take this class. It is up to you to choose to engage with this class. If you can't devote the time and mental energy to this course that it requires, then it may not be the course for you. The decision is yours. Should you decide to drop this class, you must do so before 4:00 p.m. on June 26, 2024. Remember that the State of Texas only allows you six withdrawals.

2. Late Work: Do all assignments and submit them in BlackBoard when requested. Remember that I do not accept Discussion Board postings/responses late. For other assignments, if they are submitted late, then you will 10% of the grade. In other words, a grade of 92 will become a grade of 82. I will not accept any late work for this class after the final exam is due.

Please mark your calendar with all of the due dates for all assignments this semester. Do not put yourself in the position of losing points because you failed to turn in assignments in a timely fashion or did not submit all parts of the assignment. If you are having issues submitting your work on time, then I need to know this before the item is due.

3. Format: You will use MLA format. All submitted drafts must be word processed. Computers and printers are available to you in the library. Any work completed in class must be legible. To receive the maximum number of points, you must follow directions.

4. Academic Integrity: Academic dishonesty hurts everyone and reduces the value of college degrees. Doing someone else's work, presenting the ideas and work of others as your own, submitting the same paper for multiple classes, and/or failing to cite your sources when you utilize the ideas of others, are all examples of academic dishonesty. It is your responsibility to read and understand the university's policy on academic

dishonesty in the *SRSU Student Handbook*, as all violations will be taken seriously and handled through the appropriate university process. The *SRSU Student Handbook* can be found at: <https://www.sulross.edu/catalog/undergraduate-academic-regulations-2/#1605412215143-c8b265dc-3e01>.

In addition, please note that plagiarism detection software may be used in this class for written assignments.

SRSU Academic Integrity Statement: Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

5. Respect: I want you to feel free to speak (write) your mind in this class. However, we will share our ideas in a respectful manner. We don't have to agree with each other, but we do have to support each other's right to have a differing point of view.

SRSU Classroom Climate of Respect Statement: Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

6. E-Mail, BlackBoard, and Office 365/OneDrive: You will want to check your Sul Ross e-mail regularly. It is an easy way for me to stay in contact with you and for you to stay in contact with me. You need to be able to access your SRSU e-mail, BlackBoard, and Office 365/OneDrive accounts.

If you need log-in help, please call 432-837-8888.

Check your access early in the semester. I would recommend that you save your work on Office 365/OneDrive. This way you can access your work from any computer that has Internet access.

Technical Support

The Support Desk is where you can direct your more technical BlackBoard questions. For example, the Support Desk can help you if you are having issues submitting a document, getting videos to play, or using BlackBoard. The support desk is open 24 hours a day/7 days a week for your convenience.

You can reach the support desk using one of the following methods:

By calling 888.837.6055

Via email blackboardsupport@sulross.edu

Using resources from the Technology Support tab within BlackBoard

7. Writing Help: I strongly recommend that you have a tutor look at your work before you turn in the final draft. The Tutoring Center is located in the library in the Lobo Den. You can also access the Writing Center via BlackBoard. You can also access Tutor.com via BlackBoard.

8. Accessibility Services: SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student’s responsibility to initiate a request each semester for each class. Alpine students seeking accessibility/accommodations services must contact Mary Schwartz Grisham, M.Ed., LPC, SRSU’s Accessibility Services Coordinator at 432-837-8203 (please leave a message and they’ll get back to you as soon as they can during working hours), or email mschwartz@sulross.edu. Their office is located on the first floor of Ferguson Hall (Suite 112), and their mailing address is P.O. Box C-122, SUI Ross State University, Alpine. Texas, 79832.

9. 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. 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), or phone (432-837-8123).

10. Grading: Be sure to keep all of your graded work. Any time that you have questions about the grade that you have received on an assignment, please schedule a meeting with me to discuss your writing.

11. SRSU Distance Education Statement: Students enrolled in distance education courses have equal access to the university’s academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

12. Talk to Me: If you have questions or concerns, talk to me. I can’t help if I don’t know what the problem is.

Course Requirements and Grading

Course Assignments and Grading:

Assignments	Possible Points	Points Earned
Discussion Board	300 (20%)	_____
Historical/Author Paper	200 (20%)	_____
Literary Criticism Paper	200 (20%)	_____
Critical Analysis Paper	300 (10%)	_____
Total	1000 (100%)	_____

Grading Scale:

1000 - 900 points = A

899 - 800 points = B

799 - 700 points = C

699 – 600 points = D

599 or fewer points = F

Course Assignments:

Readings: Yes, you will be reading a lot of material over the next five and a half weeks. This course is an intensive-reading course. Your time management skills are going to need to be top notch this semester. Keep up with the reading.

Do not fall behind as that will make it difficult for you to participate in the discussion boards. Also, the materials you are assigned to read this semester are important to your growth as an educator. This course will provide you with a broad background of genres and writing styles.

This course will take as much of your time as an in-person class would take. So my expectation is that it will take a minimum of two hours a day for you to stay caught up with the course reading and writing assignments. However, you know your reading speed and how long it takes you to write. So if you need to allow more time for assignments, clear your schedule now.

Embrace the experience and enjoy it. Happy reading; happy writing!

Papers: You may use MLA or APA format. Be consistent in your formatting. Your paper will include a Works Cited page (not included in the page count). All assignments need to be produced in Microsoft Word. Microsoft Word is available to you free of charge in OneDrive. Papers may be submitted in “.doc, .docx, or .rtf.” If this is not possible, then please create a PDF of documents for submission. Please contact Blackboard support if you have technical problems or questions about submitting a document.

Historical Analysis Paper: You will write a 2-3 page historical analysis of an author of children’s or adolescent literature. Your paper will include a Works Cited page (not included in the page count).

Literary Criticism Paper: You will write a 2-3 page informative paper that describes a major form of literary criticism using examples from the pieces of literature we read this semester. Your paper will include a Works Cited page (not included in the page count). I will provide a list of movements from which you can choose.

Critical Analysis Paper: Building on the work you did for your Historical Analysis and Literary Movement Papers, you are to conduct a critical analysis of one of the works assigned this semester. In your paper, you will share information concerning your author (as it supports your critical analysis) and the literary movement to which this piece of writing belongs (as it supports your critical analysis) as you analyze the work for its use of literary elements (allegory, allusion, anaphor, antithesis, hyperbole, metaphor, simile, symbolism, understatement, or Your paper will include a Works Cited page (not included

in the page count). others) in support of the characters and the plot. Your paper will be 7-10 page long.

Discussion Boards: The discussion boards allow us to speak to one another as if we were sitting in the classroom having a conversation. We're just having the conversation via computer. I am looking for detailed thoughtful comments and responses. Be sure to use specific examples from the readings (with page numbers) to support your comments. Share your analysis with us.

The posts must be approximately three hundred words. Responses to posts should be approximately one hundred words. You will respond to two posts, unless otherwise directed. The response must not rely on "I agree" statement or compliments to the original poster to fill out the response. Respond to posts which have not already received two responses yet. DO NOT respond to a post which already has two responses unless you have no other option. The discussion boards will document how well you communicate with others as well as demonstrate your knowledge of methodologies and pedagogies of literature.

"A" and "B" Posts/Responses: The student shares well written, well developed paragraphs using complete sentences that not only reference specific examples from the source(s), but also provides the page number where that source is found. The source is clearly referred by title or by the author's last name. **"A" and "B" Responses** to classmates' statements add to the discussion and bring in additional citations and analysis in a well-thought out, reflective manner. The difference between an "A" or a "B" is the degree of eloquence and the manner in which ideas are presented, defended, and explained.

"C" Posts/Responses: "C" posts respond to the stimulus statement/question, but are vague with fewer specific elements provided to support the student's point. The sentences aren't as well written as they could be and the ideas presented are not as well connected to examples from the source material as they could be. Everything eventually connects, but not in a cohesive, critically thought out method.

"D" Posts/Responses: "D" posts will address the question and answer part of it. Answers will show that the writer does not really understand the text or has failed to think thoughtfully about it. The writer's language will be vague, incorrect, or inappropriate and will fail to make a clear tie between the writer's ideas and the citation(s) from the text. It may be that the writing will be so unclear or grammatically incorrect that meaning is difficult to ascertain.

"F Posts/Responses: "F" answers do not answer the question, do not provide sufficient evidence from the text to support contentions made by the writer, and/or are written in such a manner that meaning is lost. The answer is written in such a way that readers aren't sure the writer read the text or, perhaps, failed to understand the text.

Initial comments on discussion boards must be posted by 11:59 p.m. on the days they are due as listed on the syllabus and your two responses must be posted by 11:59 p.m. on the

following day. I will not accept discussion board postings late. In order to keep the class moving forward, everyone needs to be submitting discussion board posts on time. Therefore, if you miss the discussion board assignment, you will not be able to make it up and will receive a zero for that element. Please move on to the next one. If you see a zero attached to your discussion board, you may not make it up—move on to the next available discussion board.

My expectation is that all postings will be written in a respectful manner. We do not have to agree on everything, but we do have to respect people's right to have a differing opinion. I expect that everything you write this semester will be tactful, thoughtful, sincere, and reflect an academic approach to the topic.

Each Discussion Board is worth a possible 50 points: 30 possible points for the initial post and 15 possible points for each response post.

ENG 3317/ENGL 3317
Course Calendar

Week One

July 8-July 12

Readings: "Native America and Europe in the New World," pp. 3-33;
"Vernacular Literature in China," pp. 33-39;
Xueqin: *The Story of the Stone*, 55-88;
"The Enlightenment in Europe," pp.90-97;
De La Cruz: "Reply to Sor Filotea De La Cruz," pp. 155-183.

July 14 (Su)
July 10 (W)

Due: First Posting (by 11:59 pm)
Add/Drop Ends

Week Two

July 15-July 19

Readings:
Voltaire: *Candide*, pp. 183-246.
"The Rise of Popular Arts in Premodern Japan," pp. 248-257;
Bashō: *The Narrow Road of the Interior*," pp. 257-279.

July 15 (M)
July 17 (W)
July 21 (Su)

Due: First Posting Responses (by 11:59 pm)
Due: Historical/Author Paper (by 5:00 pm)
Due: Second Posting (by 11:59 pm)

Week Three

July 22-July 26

Readings: "The Nineteenth Century: Romanticism," pp. 280-290;
Rousseau: *Confessions*, pp. 291-314;
Blake: "The Lamb," p. 423; "the Little Black Boy," p. 424; "Holy Thursday," p. 425; "The Chimney Sweeper," p. 425; "The Tyger," p. 427; "The Chimney Sweeper," p. 429; "Mock On, Mock On, Voltaire, Rousseau," p. 429;
Pushkin, "The Queen of Spades," pp. 459-479;
Whitman, From "Song of Myself," pp. 485-493
Dickinson, pp. 498-507.

July 22 (M)
July 28 (Su)
July 26 (F)

Due: Second Posting Responses (by 11:59 pm)
Due: Third Posting (by 11:59 pm)
Last Day to Drop a Class with a "W"

Week Four

July 29-August 2

Readings: "The Nineteenth Century: Realism and Symbolism," pp. 508-517;
Flaubert: "A Simple Heart," pp. 518-542;
Tolstoy: "The Death of Ivan Ilyich," pp. 608-649.

July 29 (M)
July 31 (W)
August 4 (Su)

Due: Third Posting Responses (by 11:59 pm)
Due: Literary Criticism Paper (by 5:00 pm)
Due: Fourth Posting (by 11:59 pm)

Week Five

August 5- August 9

Readings: "The Twentieth Century," pp. 765-776;
Tagore: "Punishment," pp. 838-846;
Xue: "Diary of a Madman," pp. 910-921;
Camus: "The Guest," pp. 1037-1049
Borowski: "Ladies and Gentlemen, to the Gas Chamber,"
pp. 1050-1066.

August 5 (M)
August 11 (Su)

Due: Fourth Posting Responses (by 11:59 pm)
Due: Fifth Posting (by 11:59 pm)

Week Six

August 12 – August 14

Readings: Devi: "Breast-Giver," pp. 1067-1088;
García Márquez, "Death Constant Beyond Love,"
pp. 1088-1097
Saadawi: "In Camera," pp. 1191-1202.

August 12 (M)
August 14 (W)

Due: Fifth Posting Responses (by 11:59 pm)
Due: Critical Analysis Paper (by 5:00 pm)