

WORLD LITERATURE

THE GREEK EPIC

ARISTOTLE SOPHOCLES EURIPIDES PLATO

CLASSICAL ROME

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 Morelock 112c office
 837-8283
 Office hours
 MTWT: 10-12.3 & 2-4
 or by appointment

Course meets
 Mondays, Wednesdays
 12:30 to 1:45
 MAB 206



"The School of Athens" by Rafael

Texts

1. Homer. *The Odyssey*. Emily Wilson, Editor. Norton Critical Edition, 2017. \$11.99. E-book available.
2. Greek Tragedy. Shomit Dutta, Editor. Penguin, 2009. ISBN 9780141439365. \$17.00.
3. *The Oxford Anthology of Roman Literature*. 1st Edition. Editors: Peter Knox and J. C. McKeown. Oxford University Press, 2013. ISBN: 9780195395167. Paperback: \$41.95. Also available on Kindle.

COURSE OBJECTIVES

The goal of this course is to read, discuss and write about a selection of World Literature (SLOs 1, 3, 5). In order to respond to literature, we will have to discuss literary figures of speech, genres unique to different cultures, and specific theories of art and literature in different cultural traditions (SLOs 2-5). We will survey the deep cultural traditions of the world's great civilizations by reading classics. This course gives students the opportunity to enjoy literary art at the same time that they write creatively about literature (SLOs 1, 4). Students will write one literary analysis paper and one creative work inspired by the readings. (SLO 3, 4). They will also give creative presentations on the readings (SLO 3, 4,5).

STUDENT COURSE OUTCOMES (SLOs):

1. Read a selection of masterpieces in World Literature in order to discover diverse formal elements of style and different belief systems and world views.
2. Demonstrate their ability to select and apply the appropriate critical criteria to each particular literary genre studied.
3. Explore by critical analysis in writing and discussion diverse works in World Literature, which involves issues, such as colonialism, cultural conflict, environmental degradation, and war.
4. Show evidence of having mastered the content of literary works by identifying characters, genres, and themes, describing major conflicts, and listing specific literary criteria used in evaluation
5. Show their ability to understand literature by applying critical criteria and supporting discussion with examples from the texts.
6. Develop a depth of awareness, empathy and appreciation for the people of different cultures.

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.

PROGRAM LEARNING OUTCOMES (English and Education Generalist Requirements at the Undergraduate Level):

Graduating students will demonstrate that they can

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.

ASSIGNMENTS**A. Response Papers (40%) (SLOs 1,6)**

Write and share with the class four (4) one page response papers to the readings. Each response paper is worth 10% of the course grade. They will be submitted online through Blackboard Discussions.

B. Two Papers (50%)**1. Literary Analysis Paper (25%)**

Write a literary analysis explaining one aspect of one work of literature. Use two scholarly secondary sources in addition to the primary source. 4 pages, MLA style.

2. Creative Paper (25%)

Write a creative imitation of one of the readings of the class. Some examples of notable imitations are Margaret Atwood's *Penelopiad* (based on Homer's *Odyssey*), Percival Everett's *James* (based on Twain's *Huckleberry Finn*), and Barbara Kingsolver's *Demon Copperhead* (Dickens' *David Copperfield*). 4 pages.

C. Class Participation (5%)

The class participation grade is determined by attendance, discussion, civility, and engagement in any unexpected class extra-curricular activities.

D. Final Exam (5%)

The final exam will test your skills at literary analysis using the same or a similar literary artifact that was used in the first-day assessment.

GRADING Breakdown

1000 total possible points: 900-1000=A, 800-899=B, 700-799=C, 600-699=D, 0-599=F.

Projects	Due Date	%	Points
Papers			
4 Response Papers	Every 4 weeks	40	400 (100 points each)
Creative Paper	11.4 Midterm	25	250
Literary Analysis Paper	12.4 End of Term	25	250
Total for Written Work		45	900
Final Exam	TBD	5	50
Class Participation		5	50
Total Points Available		100	1000

Attendance Policy

Two unexcused absences are permitted without affecting the class participation grade. One letter grade will be subtracted from the Class participation grade for each absence beyond two. **More than six (6) unexcused absences will result in the student being dropped from the course with a failing grade.** Absences resulting from required school activities, direct personal emergencies, or health issues will be excused--but you must notify the instructor within one week of the absence and make up any class work in a timely manner.

Classroom Etiquette and Civility

The course content is relevant to your undergraduate study as well as your lives. Class time will not be wasted. Also, your peers and professor will appreciate respect and courtesy. So avoid behaviors that might offend or disrupt others (like cell phones and early departures). Please also be careful to avoid excessively argumentative, sexist or racist language that may offend others and undermine the free exchange of ideas. Sexual harassment among students also threatens each student's sense of security. Anyone can make a mistake now and then, but repeated insensitivity to others will result in being asked to drop the course.

Deadlines

Unless otherwise specified, all assignments will be turned in at the beginning of class on their due dates. All alternative arrangements must be approved before the relevant deadline. Late work without previous arrangement with me will only be accepted upon demonstration of extenuating circumstances.

Blackboard

If you confront technical issues which interfere with your ability to use Blackboard, contact the LTAC (Lobo Technology Assistance Center) at 432-837-8888 or <https://techassist.sulross.edu>

Accommodating Students with Disabilities

Any student who because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make necessary arrangements. If an accommodation is needed, students must present their accommodation letter, obtained from Accessibility Services, as soon as possible. Please note that instructors are not permitted to provide classroom accommodations to a student until the appropriate verification

has been received. Accessibility Services is in Ferguson Hall room 112. You can make an appointment by calling Mary Schwartz Grisham at 432 837-8203.

Tutoring


The English Department provides tutoring through Blackboard Collaborate. I will assign extra credit for major assignments receiving feedback from the tutors in the English Department's Online Writing Center.

Plagiarism and Academic Integrity

Dishonest acts, such as plagiarism (using words or a specific author's ideas from another source without acknowledging the source) or collusion (having other people write parts of your paper for you), may result in an "F" on the assignment and may lead to a disciplinary hearing conducted through the office of the Dean of Students, which could result in suspension or expulsion from SRSU. If you have questions about whether your use of other sources (such as books, websites, friends, or Writing Center tutors) is correct, please ask before turning in the work.

Course Calendar

Dates	Activities	Readings to Discuss	Objectives, Resources and Due Dates
Week One			
8.26 28	Introduce Syllabus First Day Assessment	Plato "Allegory of the Cave" Odyssey Books 1-6	First Day Assessment Due 8.26
Week Two			
9.2 4	Reflect on in-class writing Discuss Readings	Odyssey Books 1-6	
Week Three			
9.9 11	Discuss Readings	Odyssey Books 7-12	
Week Four			
9.16 18	Discuss Readings	Odyssey Books 13-17	
Week Five			
9.23 25	Discuss Readings	Odyssey Books 18-23	
Week Six			
9.30 10.2	Discuss Readings	Sophocles <i>Oedipus Rex</i>	Response Paper 1 Due 9.30
Week Seven			
10.7 9	Discuss Readings	Aristotle's "Poetics"	
Week Eight			
10.14 16	Discuss Readings	Euripides <i>Medea</i>	

Week Nine			
10.21 23	Discuss Readings	<i>Agamemnon</i> by Aeschylus	
Week Ten			
10.28 30	Discuss Readings	Lucretius 69-86	Response Paper 2 Due 10.28
Week Eleven			
11.4 6	Discuss Readings	Julius Caesar, <i>The Gallic War</i>	Creative Imitation Essay Due: 11.4 November 8: Last day to withdraw with a W
Week Twelve			
11.11 13	Discuss Readings	Virgil's Eclogues and Georgics 181-97 Horace Odes 216-28	Response Paper 3 Due 11.11
Week Thirteen			
11.18 20	Discuss Readings	Ovid Metamorphoses 258-63 Quintilian 426-39	
Week Fourteen			
11.25 11.25-27 Thanksgiving	Discuss Readings	Tacitus, <i>Annals</i>	Response Paper 4 Due 11.25 
Week Fifteen			
12.2 4 Last Day 12.5 Dead Day 12.6 First Day of Exams	Discuss Readings	Marcus Aurelius 586-606	12.4: Literary Analysis Term Paper Due
Week Sixteen			
12.7 to 11 Exams	Editing and Peer Review of term paper In-class Final Assessment Essay, (50 points). Final Exam Date TBA		

	12.12 Grades for graduating seniors submitted to registrar	
Week Seventeen		
	12.16 Grades submitted to registrar	