

ENG 3315

Spring 2026

Dr. Xinyuan Qiu

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Office hours: Monday 12:30 – 2:30 by appointment

## **World Literature I**

**Class meeting:** Thursdays, 6 – 8:45 pm

### **Description**

In this course, you will read a wide range of literary texts written by authors worldwide between c. 8<sup>th</sup> century BC and 18<sup>th</sup> century. Simultaneously, you will be introduced to authors from both the West and the East who are globally recognized, such as Homer, Virgil, Dante, and Boccaccio. Texts you read are written in diverse genres including epic, romance, drama, tale, and novel. By reading these texts, you acquire knowledge of what each genre is characterized by and how each genre is employed by authors in different cultural contexts.

### **Student Learning Outcomes (SLOs)**

After taking this course, students will be able to

- Interpret literary masterpieces from different perspectives and in their specific contexts
- Read comparatively the literary themes to note their development through history
- Analyze literary texts, characters, genres, and themes by paying attention to details
- Understand texts across media by using new media to retell classic stories
- Communicate verbally and orally their ideas inspired by literary texts
- Connect older texts with contemporary time and culture

### **English (Undergraduate) Student Learning Outcomes**

Graduating students will demonstrate that they can

- SLO1 – 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.

### **Marketable Skills**

- Students will communicate effectively in writing and speaking.
- Students will recognize how social and cultural contexts shape meaning and language.

### **Texts**

*The Story of the West Wing* (University of California Press): available in the university bookstore

❖ *All the other reading texts will be found on Blackboard (links in the schedule below).*

### Assignments

Attendance -----	10%
Participation -----	25%
Response paper 1 -----	10%
Response paper 2 -----	10%
Oral report and discussion moderation -----	15%
Comparative reading paper -----	15%
Exhibit curation project -----	15%

### Schedule

Week 2 Jan 22	<i>The Arabian Nights</i> <a href="#">The Arabian Nights</a> <a href="#">(AmazonClassics Edition)</a>	<ul style="list-style-type: none"> <li>• “The Arabian Nights”</li> <li>• “The Seven Voyages of Sindbad the Sailor”</li> <li>• “Aladdin and the Wonderful Lamp”</li> <li>• “Ali Baba and the Forty Thieves”</li> </ul> <a href="#">Ali Baba and the Forty Thieves - Short Story by Arabian Nights</a>
Week 3 Jan 29	<i>The Iliad</i> , <a href="#">The Iliad</a>	Books 1, 3, 22, 24
	<i>The Odyssey</i> <a href="#">The Internet Classics Archive   The Odyssey by Homer</a>	Books 1, 6, 14, 16
	Movie: <i>The Return</i> (2024)	
Week 4 Feb 5	<i>The Aeneid</i> <a href="#">The Project Gutenberg eBook of The Aeneid, by Virgil</a>	Books 2, 4, and 6
	<i>Metamorphoses</i> <a href="#">The Project Gutenberg eBook of Metamorphoses, by Ovid</a>	<ul style="list-style-type: none"> <li>• Book I: Fables XII (Apollo and Daphne), XIII and XIV (Jupiter and Io)</li> </ul>
Week 5 Feb 12	<i>Metamorphoses</i>	<ul style="list-style-type: none"> <li>• Book II: Fables I and II (Phaeton), V – VII (Calisto)</li> <li>• Book III: Fables III (Actaeon), IV (Semele), VI and VII (Narcissus)</li> </ul>
<b>Feb 16</b>	<b>Response paper 1 due</b>	
Week 6 Feb 19	<i>The Divine Comedy</i> <a href="#">The Divine Comedy – Digital Dante</a>	<ul style="list-style-type: none"> <li>• Inferno, 1 – 2</li> <li>• Purgatorio 1 – 2</li> </ul>

	<i>Decameron</i> <a href="#">The Project Gutenberg eBook of The Decameron of Giovanni Boccaccio</a>	“Proem”
Week 7 Feb 26	<i>Decameron</i>	Stories of “Day the Fourth”
Week 8 Mar 5	To watch: <i>Sir Gawain and the Green Knight</i>	<a href="#">Gawain and the Green Knight</a>
	Arthurian Romances: “Erec and Enide”	<a href="#">The Project Gutenberg eBook of Four Arthurian Romances, by Chrétien de Troyes</a>
Week 9 Mar 12	No class (spring break)	
<b>Mar 16</b>	<b>Comparative reading paper due</b>	
Week 10 Mar 19	<i>The Orphan of China</i>	<a href="#">The orphan of China: a tragedy, as it is perform'd at the Theatre-Royal, in Drury-Lane.   Eighteenth Century Collections Online   University of Michigan Library Digital Collections</a>
	Exhibit of <i>The Orphan of China</i> on stage	<ul style="list-style-type: none"> <li>• <a href="https://chinesetheatre.leeds.ac.uk/plays/8">https://chinesetheatre.leeds.ac.uk/plays/8</a></li> <li>• <a href="#">Orphan exhibition.pdf</a></li> </ul>
Week 11 Mar 26	<i>A Journey to the West</i> <a href="#">Journey to the West by Wu Cheng'en : Wu Cheng'en : Free Download, Borrow, and Streaming : Internet Archive</a>	Chapters 1, 5, 7, 14 (pp. 12 – 26, 66 – 76, 90 – 100, 190 – 202)
<b>Apr 1</b>	<b>Exhibit Curation project due</b>	
Week 12 Apr 2	<i>The Peony Pavilion</i> <a href="#">The Peony Pavilion : Mudan ting : Tang, Xianzu, 1550-1616 : Free Download, Borrow, and Streaming : Internet Archive</a>	<ul style="list-style-type: none"> <li>• Scene 3 “Admonishing the Daughter” (pp. 154 – 7)</li> <li>• Scene 9 “The Secluded Garden” (pp. 165 – 8)</li> <li>• Scene 10 “The Interrupted Dream” pp. (168 – 73)</li> </ul>
	Stage performance: “The Interrupted Dream”	<a href="#">The Peony Pavilion - The Metropolitan Museum of Art</a>
	<i>The Story of the West Wing</i>	Play I
Week 13 Apr 9	<i>A Story of the Stone</i> <a href="#">Microsoft Word - The Story of the Stone-David Hawkes.doc</a>	Chapters 1 (pp. 1 – 11), 3 (pp. 21 – 34), 19 (pp. 185 – 198), 23 (pp. 227 – 236)
Week 14 Apr 16	<i>A Tale of Genji</i> <a href="#">The Tale of Genji</a>	<ul style="list-style-type: none"> <li>• “The Paulownia Court” (pp. 8 – 27)</li> <li>• “Evening Faces” (pp. 74 – 107)</li> <li>• “Lavender” (pp. 108 – 143)</li> </ul>

Week 15 Apr 23	<i>Pillow Book</i> <a href="#">The Pillow Book.pdf</a>	pp. 16 – 37
Week 16 Apr 30	<i>Tale of the Bamboo Cutter</i>	<a href="#">The Tale of the Bamboo Cutter</a>
<b>May 1      Response paper 2 due</b>		

## Policies For Attendance and Participation

### Attendance

To engage in this course, you are supposed to attend classes. Attendance will be taken at the start of each class. Though some laxity will be granted during the pandemic, you are supposed to email me beforehand with justifiable reasons if you are going to be absent.

### Participation

Attending and sitting in classes silently will not give you credit for participation. To obtain credit, you are supposed to engage actively in class and group discussions. There will be sessions that start with a go-round-classroom discussion. This is a good opportunity for you to make contributions.

### AI Policy

All assignments should be fully prepared by the student. Developing strong competencies in the skills associated with this course, from student-based brainstorming to project development, will prepare you for success in your degree pathway and, ultimately, a competitive career. Therefore, the use of generative AI tools, without prior permission, to complete any aspect of assignments for this course is not allowed and will be treated as plagiarism. If you have questions about what constitutes a violation of this statement, please contact me.

## ADA Statement

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the 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. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartz Grisham, LPC, SRSU's Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email [mschwartz@sulross.edu](mailto:mschwartz@sulross.edu) or [ronnie.harris@sulross.edu](mailto:ronnie.harris@sulross.edu). Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine, Texas, 79832.

## **Student Responsibilities**

All full-time and part-time students are responsible for familiarizing themselves with the Student Handbook and the Undergraduate & Graduate Catalog and for abiding by the University rules and regulations. Additionally, **students are responsible for checking their Sul Ross email as an official form of communication from the university.** Every student is expected to obey all federal, state and local laws and is expected to familiarize him/herself with the requirements of such laws.

## **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 a 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.

## **Academic Integrity**

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as 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. Students should also avoid using open AI sources unless permission is expressly given for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

## **Classroom Climate of Respect**

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.

### **Supportive Statement**

I aim to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create a supportive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

### **Helpful Resources on Campus**

#### Libraries

The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offer 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 logging in with your LobolD and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting [library.sulross.edu/find-and-borrow/texshare/](http://library.sulross.edu/find-and-borrow/texshare/) or ask a librarian by emailing [srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu).

**Mike Fernandez**, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL), ScanIt, and Direct Mail to get materials delivered to you at home or via email.

Contact:

- [srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)
- [srsuarchives@sulross.edu](mailto:srsuarchives@sulross.edu)
- Eagle Pass (D-129) Front Desk: 830-758-5035

#### Counseling

Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/365 support by visiting [Timelycare/SRSU](http://Timelycare/SRSU). The SR Counseling and Accessibility Services office will continue to offer

in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

### Tutoring Center

The Lobo Den Tutoring Center offers FREE tutoring support to help you excel in your courses. Whether you need assistance in Writing, Math, Science, or other subjects, we're here to help!

#### Important Information:

- Drop-in and Scheduled Appointments: Flexible options to fit your needs.
- Hours of Operation: Monday–Friday, 8:00 AM – 5:00 PM.
- Workshops: Attend our regularly hosted academic workshops on STEM topics and professional development, often in collaboration with specialized faculty.
- Location: BWML Room 128.
- Contact Us: For more information or to book an appointment, email [tutoring@sulross.edu](mailto:tutoring@sulross.edu) or call (432) 837-8726. Looking for additional support?
- Tutor.com offers FREE 24/7 online tutoring in over 200 subjects, including specialized support for ESL and ELL learners with native Spanish-speaking tutors.
- Access Tutor.com via Blackboard: Log in to your Blackboard account to get started anytime, anywhere.

Take advantage of these valuable resources to boost your confidence and performance in your classes. We look forward to helping you succeed