



ENGL 2332 TR– World Literature I F2F

Course Syllabus: Fall 2026 Sixteen Week

“Northeast Texas Community College exists to provide personal, dynamic learning experiences empowering students to succeed.”

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Weekday	Office Hours
Monday	8:00-9:30 AM 1:00-2:30 PM
Tuesday	1:00-2:30 AM
Wednesday	8:00-9:30 AM 1:00-2:30 PM
Thursday	1:00-2:00 PM
Friday	9:00-11:00 AM

This syllabus serves as the documentation for all course policies and requirements, assignments, and instructor/student responsibilities.

Information relative to the delivery of the content contained in this syllabus is subject to change. Should that happen, the student will be notified.

Course Description:

(Three Credit Hours) 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.

Prerequisite: ENGL 1301 (Composition I)

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.

Evaluation/Grading Policy:

The breakdown of the course requirements is as follows:

Percentage	Requirement
20%	Participation including attendance (200 pts)
60%	Assignments (Summaries, Presentations, Analysis) (600 pts)
20%	Tests (200 pts)

Semester grades will be earned as follows

Percentage	Points	Letter Grade
90% and above	900-1000	A
80 %–89%	800-899	B
70 %–79%	700-799	C
60%–69 %	600-699	D
59.9% and below	599 and below	F

Grades will be returned to the student as follows:

- Blackboard assignments within twenty-four hours of the due date.
- Papers and Presentations within one week of due date.
- Quizzes and Participation grades will usually be updated within one week, but the final total with any extra credit will be entered by finals period.

Required Instructional Materials:

ENGL 2332 World Literature I: Mythology (Course packet—from Bookstore)

Online Readings

Optional Instructional Materials:

A Flash Drive (USB) and WEPA Card are recommended.

Minimum Technology Requirements:

This course requires you to access a computer that can run Blackboard and Word.

There are basically four options:

- 1) If you have your own computer and solid internet access at home, please use your own.
- 2) If you have your own computer, but less than optimal internet access, you can bring your laptop to

campus and plan to access the campus' WiFi in one of the areas available on-campus. ALWAYS use EAGLE WIFI, not EAGLEGUEST.

- 3) If you do not have your own computer, all computers available in the LRC and other campus computer labs are sufficiently equipped to complete class assignments.
- 4) Additionally, there are computer kiosks available in the SUB and BT buildings from which you can check out one of a limited number of laptops for personal use for limited periods of time.

Required Computer Literacy Skills:

Basic Word Processing and Email skills

Course Structure and Overview:

This is a 16-week face-to-face World Literature survey with a focus on mythology. As the course description requires us to begin with creation myths and make our way to Shakespeare's time, we will not be spending a great deal of time on any one particular item. Instead, we will survey a wide variety of works within a wide time frame. You are going to find that the course is not organized chronologically; it is organized thematically, and we're occasionally going to ask you to pursue some unorthodox research to expand all of our horizons about what literature means to a wide variety of people across the world and across many time periods.

Class meetings will be reserved for lecture, discussion, and interactive sessions as well as presentations. Class participation is an essential element in this course. Each student will be expected to participate in all activities which occur in class, and participation in these activities directly affects the student's grade at the end of the semester

Out of class, students are expected to complete all the readings, finalize all papers and other writings, and complete all assignments on deadline.

Assignments:

Quizzes: I like short quizzes that do not take up too much valuable class time. If you've given the assignment some effort, the quizzes should not be a problem as they will be literal questions over major issues in the reading for the day. I reserve the right to give a quiz at the beginning, middle or end of class. At four hours a day, that might offer a lot of opportunities for quizzes.

Readings: Most readings will come directly from the Course Packet, and their order can be found on the syllabus. However, a couple of readings will be found online (the address is in the course packet), and one reading, *Sandman: Season of Mists*, is a Graphic Novel. By the end of week one, there will be copies of the Graphic Novel on reserve at the library.

Summaries & Analysis: Several times during the semester, you will be given short writing/research assignment to do. For each, you will need to provide a summary for the other members of class, and for two, there will be an analysis writing to do. Each assignment will have a different topic, but all should be typed and in "standard" manuscript form (i.e. one-inch margins, double-spaced, and with appropriate MLA documentation when necessary).

Presentations: You will be responsible for two presentations during the class—one on a hero and one on a modern adaptation of myth. In general, you will be informing your classmates about a work that, in an ideal world, would be covered by the class as a whole. You will be responsible for providing a 10-15 minute presentation. We should have some time from class to work on these projects.

Tests: The class will have two tests—a mid-term and comprehensive final. They will be short answer and

essay. Tests may be “worked off” by perfect attendance and completion of all assignments by all members of the class.

Late Assignments: I do not accept late assignments. Important Due dates are announced clearly in the syllabus and all due dates are repeated in class regularly.

Communications:

EMAIL (preferred contact—jratliff@ntcc.edu): Check your NTCC email EVERYDAY. Email is the official form of communication used at NTCC, and if you do not check it regularly, you will miss important deadline information. Most emailed questions will be responded to within 24 hours.

TEXT MESSAGING (903-270-4528): I respect your privacy. Please respect mine. If you must text me, identify yourself in the text and try to stay within normal business hours (8 a.m.- 8 p.m.).

PHONE: The phone number at the top of the syllabus is to my campus office. I will only access and return messages to that number during my stated office hours.

Institutional/Course Policy:

Preparation:

While you are in college, it is your job as a student to come to class ON TIME prepared for the work of the day. That means for your days in class, make sure you have read the assignment BEFORE class; have your assignments finished and IN HAND, and NEVER walk in a classroom without the textbook, blank paper for notes or activities, and a WORKING writing utensil. Think of them—the textbook, the paper, the pen—as the tools of your trade while you are in school.

You should also have read the assignment BEFORE class and answered the Blackboard questions about it.

Attendance:

Attendance is tracked carefully. You are expected in class every day the class is scheduled to meet. I will occasionally use quizzes to keep track of attendance, and no attendance quiz can be made up.

Alternate Operations During Campus Closure and/or Alternate Course Delivery Requirements:

In the event of an emergency or announced campus closure due to a natural disaster or pandemic, it may be necessary for Northeast Texas Community College to move to altered operations. During this time, Northeast Texas Community College may opt to continue delivery of instruction through methods that include, but are not limited to, online through the Blackboard Learning Management System, online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor NTCC’s website (<http://www.ntcc.edu/>) for instructions about continuing courses remotely, Blackboard for each class for course-specific communication, and NTCC email for important general information.

Additionally, there may be instances where a course may not be able to be continued in the same delivery format as it originates (face-to-face, fully online, live remote, or hybrid). Should this be the case, every effort will be made to continue instruction in an alternative delivery format. Students will be informed of any changes of this nature through email messaging and/or the Blackboard course site.

Video Recording of Course Activities

Certain portions of this course may be recorded via video conferencing software to assist students in course material review or later viewing by a student who was not able to attend the live session. The

recordings will be made available only to students within the course and will cease to be available upon completion of the course. Students may not retain, reproduce, or share recordings.

Statement Regarding the Use of Artificial Intelligence (AI) Technology:

Employees and students shall be permitted to explore artificial intelligence (AI) and implement its use in and out of the classroom in accordance with policy and administrative regulations. The use of AI shall only be as a support tool to enhance student outcomes or as necessary to engage in research and shall never take the place of faculty, staff, and student decision-making. Any use of AI must comply with law, policy, and administrative regulations relating to student and employee privacy and data security. **A student shall only use AI tools with faculty permission and shall be expected to produce original work and properly credit sources, including AI tools used in creating the work.**

Example:

APA (7th edition)

OpenAI. (2026). ChatGPT (March 25 version) [Large language model]. <https://chat.openai.com/>

MLA (9th edition)

OpenAI. ChatGPT. 25 Mar. 2026, <https://chat.openai.com/>.

Employees or students who use AI tools to deceptively harm, bully, or harass others shall be disciplined in accordance with policy. [See DH, DIA series, FFD series, FFE, FLB, and the FM series] AI Use by Employees and Students. Northeast Texas Community College 225500 TECHNOLOGY RESOURCES CRB ARTIFICIAL INTELLIGENCE (LOCAL) DATE ISSUED: 12/8/2025 1 of 1 UPDATE 50 CRB(LOCAL)-AJC Adopted: 12/16/2025

For this class:

It is clear AI-access has proliferated across our culture, and it can be useful for brainstorming and editing, but that does not mean it is appropriate for all aspects of the writing process particularly for class assignments and particularly for a class in which YOU are supposed to be doing the learning.

NTCC Academic Honesty/Ethics Statement:

NTCC upholds the highest standards of academic integrity. The college expects all students to engage in their academic pursuits in an honest manner that is beyond reproach using their intellect and resources designated as allowable by the course instructor. Students are responsible for addressing questions about allowable resources with the course instructor. Academic dishonesty such as cheating, plagiarism, and collusion is unacceptable and may result in disciplinary action. This course will follow the NTCC Academic Honesty and Academic Ethics policies stated in the Student Handbook. Refer to the student handbook for more information on these subjects.

Remember, if you do your own original work for every assignment, you will not have a problem with Academic Honesty issues.

ADA Statement:

It is the policy of NTCC to provide reasonable accommodation for qualified individuals who are students with disabilities. This College will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodation as required to afford equal educational opportunity. It is the student's responsibility to request accommodation. An appointment can be made

with the Academic Advisor/Coordinator of Special Populations located in Student Services and can be reached at 903-434-8264. For more information and to obtain a copy of the Request for Accommodations, please refer to the special populations page on the NTCC website.

Family Educational Rights and Privacy Act (FERPA):

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's educational records. These rights transfer to the student when he or she attends a school beyond the high school level. Students to whom the rights have transferred are considered "eligible students." In essence, a parent has no legal right to obtain information concerning the child's college records without the written consent of the student. In compliance with FERPA, information classified as "directory information" may be released to the general public without the written consent of the student unless the student makes a request in writing. Directory information is defined as: the student's name, permanent address and/or local address, telephone listing, dates of attendance, most recent previous education institution attended, other information including major, field of study, degrees, awards received, and participation in officially recognized activities/sports.

Tentative Course Schedule:

You should have read everything scheduled **before** you get to class. When an assignment calls for "selections from," we will divide up the overall reading among various members of the class, so you may not be reading the same examples the person on your right reads.

Week 1 (Aug 24): Course Introductions / Project Assignments
In the Beginning, p. 2-20 / **Assignment 1: Summary Due**

Week 2 (Aug 31): *The Flood*, p. 20-31
Assignment 1: Analysis Due

Week 3 (Sept 7): *Love and Loss*, p. 31-52 / **Assignment 2: Summary Due**

Week 4 (Sept 14): *Mid-Summer Night's Dream* (<http://shakespeare.mit.edu/midsummer/>)
Optional: *Romeo and Juliette* from internet—(http://shakespeare.mit.edu/romeo_juliet/)

Week 5 (Sept 21): *Love and Loss*, p. 52-70 / **Assignment 2: Analysis**

Week 6 (Sept 28): *Heroes and Monsters*, p. 71-80 / **Assignment 3: Summary Due**

Week 7 (Oct 5): *Heroes and Monsters*, p. 80- 116 / **Assignment 3: Presentations**

Week 8 (Oct 12): *Beowulf*—from internet (<http://www.humanities.mcmaster.ca/~beowulf/main.html>)
Assignment 3: Presentations / "Mid-Term"

Week 9 (Oct 19): *Gawain and the Green Knight*—from internet (<http://alliteration.net/Pearl.htm>)
Assignment 3: Presentations

Week 10 (Oct 26): *Canterbury Tales: General Prologue*—from internet (<http://www.luminarium.org/medlit/gp.htm>)
The Miller's Tale—from internet (<http://www.luminarium.org/medlit/miller.htm>)
The Wife of Bath's Prologue and Tale—from internet (<http://www.luminarium.org/medlit/wife.htm>)
Assignment 3: Presentations

Week 11 (Nov 2): *The End*, p. 116-139

Week 12 (Nov 9): Dante's *Inferno*—from internet (<https://www.owleyes.org/text/dantes-inferno>)

Week 13 (Nov 16): *Sandman: Season of Mists (From Reserve)*

Week 14 (Nov 23): *Sandman: Season of Mists (From Reserve)*

Thanksgiving (No Class)

Assignment 4: Summary Due

Week 15 (Nov 30): Assignment 4: "Today" Presentations

Week 16: Finals Week—Comprehensive "Final"

Assignment One: In the Beginning . . .

"Where did we come from" is a fundamental question for most peoples of the world. In this assignment, you will be exploring how at least one group of people answered that question.

- A) Choose a race/nationality/social group not covered in the course packet readings for the The Beginning/The Flood sections.
Some interesting choices might be the Aztec, Egyptian, Hindu, Norse, Oceanic, or individual Native American Tribes.
- B) **Summary: 50 points:**
Go to the library, book sources, or internet to find that group's "Creation Story." Post a copy of the summary to the Bb and be prepared to share the story with the class. Included with the summary should be an indication of where the myth can be found. (For an example of a "summary," see the Kiowa Apache or Kojiki examples in the "Beginning" Section.)
- C) **Analysis: 100 points**
For the end of Week Two, write a brief response/analysis (one to three pages) to the idea of creation stories (either what your story reflects of that culture or how it reflects on the other cultures we read). Remember to include a works cited for the source of the myth(s).

Assignment Two: Of Love and Loss . . .

Because myth deals with humanity, a common theme in myth is the relationship between male and female. In or out of marriage, myth has provided us with a wealth of enduring images of love, both happy and tragic.

- A) In class, you will draw the name of a god or human who appears in a "classic" mythological love story.
- B) **Summary: 50 points**
Go to the library or internet to find one (or more) myth(s) related to that figure's amorous escapades. Post a copy of the summary to the Bb and be prepared to share the story with the class. Included with the summary should be an indication of where the myth can be found.
- C) **Analysis: 100 points**
For the end of Week Five, write a brief analysis (at least two to three pages) of what your character's relationship(s) say about their culture or humanity in general. Remember to include a works cited for the source of the myth(s).

Assignment Three: Heroes and Monsters . . .

A primary aspect of myth is concerned with the idea of who/what is a "the hero?" And a primary way of defining a hero is in relation to the Monsters and obstacles the hero must overcome.

- A) You will be responsible for presenting to the class a hero out of myth and legend.
- B) **Summary: 50 points**
Go to the library or internet to find one (or more) myth(s) that tell of your heroes' actions and adventures. Post a copy of the summary to the Bb and be prepared to share the story with the class. Included with the summary should be an indication of where the myth can be found.

c) **Presentation: 100 points**

During Weeks Seven-Ten, your team will be responsible for making a presentation about the hero and leading the discussion of how he/she reflects his/her culture. Presentations must include an interactive activity off some sort like a game, a skit, roleplaying, etc . . . but may also include PowerPoint, Poster Displays, Quizzes or any other Class activity your group selects to reflect your hero, and you can work on the assumption your classmates have read the summary provided.

Assignment Four: Today . . .

Part of the point to studying mythology is to be able to recognize how those ancient tales form the cultural foundation of the modern world. If myths are truly dead objects, what would be the point in studying them? In this assignment, you will be exploring how one or more myths are reflected in a “modern” work.

- A) In class, you will get a partner (or group of partners) to help you with this project. As a team, you will be responsible for a poster presentation or power point about a “current” work that adapts myth for the modern day. (You may choose your own modern topic, though a list of possible targets will be provided to help you make your choice.)
- B) **Summary: 50 points**
Find a “modern adaptation” of myth and the corresponding myths. Post a copy of the summary to the Bb and be prepared to share the story with the class. Included with the summary should be an indication of where the myth can be found.
- C) **Presentation: 100 points**
For **Last Week of School**, be prepared to do a poster/Power Point presentation over how successfully the modern work adapts the myth. The project should include summaries of the original myth(s) and the work under attention, but it should focus on how myth was used and reflected within the work. Remember to include a works cited for the source of the myth(s).

Assignment Extra Credit:

At any point during the class you may do one or more of the following “extra credit” assignments and receive points added into your total for the session:

1) Vocabulary Lessons (up to 20 for 1 point each)

One of the simplest and most pervasive legacies of myth can be found in the vocabulary we use every day. Choose a word that originates in myth. Provide the word, the origin, and the current use of the word. For example: Cereal, meaning “a grass whose starchy grains are used as food” (wordnetweb.princeton.edu/perl.webwn), has its origins in the name “Ceres,” the Roman Goddess of the harvest. **(Please turn in 5 at a time to save space)**

2) Mythic Sightings (up to 3 for 5 points each):

Once you start reading myths, you might find them appearing/being referenced in the oddest places. If you hear, read, or see someone in the mass media (newspapers, television, movies, etc...) referencing a myth, bring a brief summary of the event (no more than three to five lines of type) to class.

3) Objects of Affection (up to 3 for 5 points each):

You may bring a physical object that reflects one or more of the myths we have been discussing in class. Be prepared to explain what the object is and how it relates to mythology.