



2332.001 World Literature I – F2F – 11:00 T/TH

Course Syllabus: Fall 2022

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

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Office Hours	Monday	Tuesday	Wednesday	Thursday	Friday
	8:00-9:30 a.m. & 3:00-5:00 p.m.	1:30-4:30 p.m.	8:00-9:30 a.m. & 3:00-5:00 p.m.	By Appointment	By Appointment

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:

Student Evaluation:

Participation (Attendance and Quizzes)	200 pts	900 and above	A
Assignments (Summaries, Presentations, Analysis)	600 pts	800-899	B
Tests	<u>200 pts</u>	700-799	C
	1000 pts	600-699	D
		Below	F

Grades will be returned to the student as follows:

- Blackboard assignments within twenty-four hours of the due date.
- Papers and Presentation 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 Textbook(s):

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

Online Readings**Optional Instructional Materials:**

A Flash Drive and WEPA card

Minimum Technology Requirements:

This course requires you to access a computer that can run Blackboard, Zoom, 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.
- 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. 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): Check your NTCC email EVERYDAY. Email is the official form of communication used here at NTCC, and if you do not check it regularly, you will miss important deadline information. Most emailed questions to the instructor will be responded to within 24 hours, but usually within a few hours during normal waking hours.

TEXT MESSAGING (903-220-3658): I do not usually give my private phone number to students, but these are not usual times. I respect your privacy. Please respect mine. If you must text me, please identify yourself in the text and try to stay within normal business hours.

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 Policies:

Attendance: Attendance is mandatory. Remember, the course is heavily based on participation. It is very easy to fall behind if you miss. No work missed may be made up. If you do need to miss, please remember to ask classmates for notes so you can catch up.

Participation: This course is primarily done through discussion and interaction. If you have done the reading, prepared your assignments on time, and make an effort to be involved in the class activities, this should not be a problem. **But you will have to keep up with the readings.**

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.

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.

ADA Statement:

It is the policy of NTCC to provide reasonable accommodations 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 accommodations as required to afford equal educational opportunity. It is the student's responsibility to request accommodations. 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 Timeline (*note* instructor reserves the right to make adjustments to this timeline at any point in the term):

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: Course Introductions / Project Assignments

In the Beginning, p. 2-20 / **Assignment 1: Summary Due**

Week 2: *The Flood*, p. 20-31

Assignment 1: Analysis Due by Midnight on Friday

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

Romeo and Juliette from internet—(http://shakespeare.mit.edu/romeo_juliet/)

Week 4: *Mid-Summer Night's Dream* (<http://shakespeare.mit.edu/midsummer/>)**Week 5:** *Love and Loss*, p. 52-70 / **Assignment 2: Analysis Due by Midnight on Friday****Week 6:** *Heroes and Monsters*, p. 71-80 / **Assignment 3: Summary Due****Week 7:** *Heroes and Monsters*, p. 80- 116 / **Assignment 3: Presentations****Week 8:** *Beowulf*—from internet (<http://www.humanities.mcmaster.ca/~beowulf/main.html>)

Assignment 3: Presentations

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

Week 10: *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: *The End*, p. 116-139

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

Week 13: *Sandman: Season of Mists (From Reserve)*
Assignment 4: Summary Due

Week 14: *Sandman: Season of Mists (From Reserve)*
Thanksgiving (No Class)

Week 15: 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.