

**COURSE SYLLABUS AND POLICIES**  
**English 2333.451**  
**World Literature II**

**South Plains College**  
**Spring 2016**

**INSTRUCTOR:** Ashleigh S. Brewer  
**EMAIL:** abrewer@southplainscollege.edu  
**COURSE WEBSITE:** Blackboard

**SKYPE:** ashleigh.s.brewer  
**Phone:** (806) 716-2441

**LEVELLAND OFFICE:** Communications 103B  
**LEVELLAND HOURS:** MW: 8:00-9:15 & 2:15-3:00  
F: 9:00-12:00  
**REESE OFFICE:** Building 3; Room 315  
**REESE HOURS:** TR 8:00-9:15 & 12:15-2:00

\*also available by appointment and via Skype

\*Office hours are for your use! Please stop by and see me if you are struggling in the course or need clarification, help, individual instruction, on essays, readings, etc. I am in office hours for your benefit, so please come and take advantage of those as one of your resources in this course. If my office hours do not work for you, we can setup another meeting time outside of normal hours, on Skype or via the telephone. But, you must communicate with me; I won't know if you're struggling in my class unless you tell me!\*

**CLASS MEETINGS** BLACKBOARD

**REQUIRED COURSE MATERIALS**

*The Norton Anthology of Western Literature*. Volume 2. Ninth Edition ISBN: 978-0-393-93363-5

\*As this is an online course, you need a computer with Microsoft Word (or equivalent), Adobe Reader (a free program to open .pdf files), Microsoft PowerPoint [with the Microsoft Student Suite] or PowerPoint Viewer [free], Mozilla Firefox [free browser], a reliable internet connection, and a computer that you can access daily.

[Recommended] Folder (Something to put your papers in and keep them organized) with dividers.

[Recommended] Flash Drive/ Thumb Drive to store each of your typed assignments for this course.

\*Save often to avoid heartache later: "My computer crashed with my assignment on it, so I had to start over, and that's why my paper is late," is not an acceptable excuse. Save your work in numerous places, and save it frequently.\*

**COURSE DESCRIPTION**

Prerequisites: ENGL 1301 and 1302. This course is a study of selected literary masterpieces written through the Modern Period.

**SCOPE/PURPOSE**

English 2333 introduces students to some of the great works of literature, from the Neoclassic Period through the Modern Period, which helped to shape modern literature, language, and culture. The course includes the general historical background, as well as the principles of literary criticism appropriate to the literature.

\*This syllabus and schedule is subject to change at the instructor's discretion. Continued enrollment by the student in the course indicates that the student agrees and will abide-by all policies set-forth in this syllabus.\*

### **INSTRUCTIONAL OBJECTIVES**

By the end of ENGL 2333, a student should be able:

- A. To critically evaluate masterpieces in terms of the constituent elements of the genre, including essential biographical, cultural, and historical contexts (name of principal characters and details of plot and setting are to be included);
- B. To understand the distinguishing elements of non-fiction, fiction, poetry, and drama;
- C. To discuss in depth the characteristics of Neoclassic, Romantic, Modern, and Contemporary literature;
- D. To write about literature in a variety of modes in a way that sequentially and cumulatively builds upon the writing skills developed in the writing sequence, including a multiple-source thesis paper over an assigned literary topic developed from an assigned masterpiece; and
- E. To understand and demonstrate personal and academic responsibility and integrity.

### **REQUIREMENTS**

- A. Students will read numerous works of literature, will participate in class discussion of the reading, and will be tested over their understanding of the readings through quizzes, examinations, and/or written assignments.
- B. Students will complete one or more written assignments which may include, but not be limited to, one or more multi-source research papers, two or more shorter papers (critique, explication), or a series of research questions or projects.
- C. Individual instructors may also require major examinations over the readings or any other part of the course content.
- D. Individual instructors may occasionally use film, stage productions, or other art forms to support the text, in which case, students may also be tested over their understanding of content or of differences between the written text and the alternate presentation of that text.

### **ASSIGNMENT SUBMISSIONS**

All work (writing assignments, projects, etc.) will be completed in Blackboard. You should log-in to Blackboard on January 19<sup>th</sup> or January 20<sup>th</sup>, the first days of the semester. You will have course material that needs to be read and completed by Saturday of the first week.

Online courses may or may not have assignments due on the weekends. Please see the schedule for specific assignment due dates. Typically, this course will not have unit components due on Saturdays or Sundays.

### **ASSIGNMENT AVAILABILITY**

This course is structured in units. There are specific due dates that must be met within the units for the discussions; there is one discussion each week that will serve as your attendance. All other assignments in the unit are due by the end of the unit. Typically, the Units open on a Saturday and close on a Friday. There are a few exceptions to this during the semester. Please pay close attention to all due dates. The course schedule shows the specific deadlines for all course components.

**Discussions:** Due by Friday at 11:59 PM

**Reading Questions and Defining Passages Assignments:** Submission opens at the beginning of the unit and closes on the last day of the unit. Reading questions and Passages will be submitted as one, cohesive document. You should not submit the document until it is complete.

**Major Assignments (Synthesis, Essays, Projects):** These assignments are due by the end of the unit. You will submit the major assignments separately from the reading questions and defining passages.

## METHODS OF EVALUATION

Deadlines are **firm**. However, I do know that issues arise. Taking this into consideration, there will be one opportunity to make-up **one** unit's reading questions at the end of the semester for up to 70% credit. Excluding this one opportunity, late work will NOT be accepted. Failure to turn in any course component on time will result in a grade of 0/F for the assignment. Major assignments will not be accepted late due to technology issues. Technology difficulties are not excuses for late work. Turn-in all work early to account sufficiently for any possible technology problems. If you attempt to submit an assignment after 10:00 P.M. on the due date, you are waiting until the last minute. **Numerical grades are assigned for convenience in averaging grades only.**

### DISCUSSION FORUM: DEFINING PASSAGES

Each week, you will complete a discussion post for one of the readings, specified in more detail in the discussion-forum prompt. In some forums, you will have a choice between a few works. You will need to choose one passage of no more than 50-75 words that you feel best defines the work, or, in other words, most exemplifies the work. All posts will open at the beginning of the unit, but will close at the end of the unit. Your post will be visible to other students in the class. This forum will serve as your attendance. Weekly participation is required.

**Content and Organization:** For your responses, there will be numerous correct answers. After you've chosen your passage, you'll need to justify the response in approximately 100-200 words. Be specific in your justification. Some questions you *might* ask yourself are: Why is this passage the best literary tagline/defining passage for this work? How do I know this? What ideas or themes are present in this passage that represents the entire work? I only want to see your thoughts and ideas. In other words, stay off the internet (cliffsnotes, sparknotes, gradesaver, etc.) and out of your classmate's brain! Any post not following the rules of standard, correct grammar will not be accepted.

**Submission:** Once you've submitted your post, you cannot edit it; be sure what you post is what you want evaluated; I recommend that you compose your post in a word-processing document; then, you can copy/paste it into the submission box. **Posts submitted in the discussion forum as an attachment will not be accepted; no exceptions.**

**Discussion:** You will also be required to respond to two of your peers' posts. You will be unable to view other posts until you create your own. I recommend that you compose your posts as soon as you've finished the readings so that you have ample time to reflect and respond. If you fail to respond to two other posts thoughtfully and sufficiently, your own post will receive a **letter-grade reduction**. If you use unprofessional language or tone, you could be banned from the forum for the semester.

**Reminder:** You will also submit your passage/analysis/peer comments with your Unit submission. **If you post the assignment to the discussion board, but not with the unit submission, you will not receive credit.** Weekly participation is required.

### READING QUESTIONS:

For each unit, there will be reading questions. You are required to answer all of the questions with textual evidence and developed analysis. Each answer should begin with a topic sentence. I expect that most answers will be between 100-150 words, excluding textual evidence. Answers

should use complete sentences and be grammatically correct. Upon evaluation, I will, at random, choose 10-15 of the questions to evaluate in more detail.

### **Grading Breakdown:**

(10 points) All questions will be evaluated based upon these criteria. 1) Focus & Development 2) Support: The usage of relevant textual evidence to support assertions 3) the correct or incorrect usage of citations and works-cited entries 4) Grammar/Spelling/Mechanics

(40 points) 50% of the questions (selected randomly by me at the end of the unit) will be evaluated based on the following criteria. 1) Focus: Does the student answer the question? 2) Content: Does the student show a clear understanding of the work? 3) Support: Is the discussion supported with relevant textual evidence? 4) Development: Does the student, through the use of analysis, show a clear understanding of the time period and its effect on the work, as relevant? 5) Grammar/Mechanics/Spelling

All students will have the same questions evaluated. Any students with similar or identical answers will not receive credit for any of the questions in the unit.

### **ESSAYS**

This semester, you will be required to write **one** formal essay. The specific requirements and prompts will be posted in the unit content. The minimum requirements are as follows: Per MLA, essays will be typed, **double-spaced**, 12-point Times New Roman Font, with 1" margins on all sides. If you are using a work other than the textbook listed on the syllabus, you must include a works-cited page. If you are using the textbook listed on the syllabus you are not required to provide a works-cited page. However, you must include in-text (parenthetical citations) for all quoted information. [If your essay does not follow these specific requirements, it will receive an automatic letter-grade reduction.]

### **PROJECTS**

There are two projects this semester. Specific requirements will be posted in the unit content. Unless noted otherwise, projects are due by the last day of the unit in which they are assigned. Projects will typically be assigned one unit in advance to allow you ample preparation time. You can use programs such as PowerPoint, Publisher, Word, etc. to complete your projects. For each project you must submit a project proposal outlining which option (as applicable) you intend to pursue, which works/characters/authors you'll be working with, etc. Any proposals sent via email will not be accepted.

### **EXAMS**

Rather than using exams to show what you've learned this semester, you will be assigned a Capstone project. Specific requirements will be posted in the unit content. The project will be comprehensive and extensive, and will, in some ways, act as a final exam in that you will synthesize all of the information this semester. **Additionally, failure to submit the project, on time, will result in a failing grade for the course.**

## EVALUATION STANDARDS

Writing assignments will be evaluated according to the following criteria: (1) accuracy of content, (2) use of the conventions of standard grammar, (3) use of the appropriate method of development for the assignment, (4) use of the principles of unity and coherence, and (5) use of logical, factual arguments to advance the thesis of the assignment. Specific assignment requirements will be posted to Blackboard. .”

**\*Note:** In college, a “C” is average; it does not have anything “wrong” with it; it fulfills the assignment; it simply does not move beyond the average.\*

## GRADED REQUIREMENTS:

Reading Questions	[5 @ 50 points each]	250 points
Defining Passage Unit (Discussion)	[5 @ 40 points each]	200 points
Unit 2 Synthesis		50 points
Unit 3: Project 1		100 points
Unit 4: Essay 1		100 points
Unit 5: Pop-Culture Project		100 points
Capstone Project		200 points
		Total: 1000 points

## GRADING SCALE:

A (Superior)	1000 – 895 points
B (Good)	894 – 795 points
C (Average)	794 – 695 points
D (Poor)	694 – 595 points
F (Unacceptable)	594 – 0 points

**Accumulating any four zeroes in the course could result in your being dropped from the course with an X or F, at my discretion. If you fail to submit any major assignment in the course, you could be dropped from the course with an X or F, at my discretion and by whether or not you could be successful in completing the course.**

## ATTENDANCE IN INTERNET CLASSES

Because this is an online class, you are not required to be in a certain place at a certain time. However, I still employ an attendance policy.

Each Friday by 11:59 P.M., you must post your passage and analysis in the discussion forum, which is explained in more detail in an earlier section. You may only miss two discussions. **Be sure that you click the “submit” button to submit your post. If you only “save” and do not select “submit,” I’ll not be able to evaluate it.** Please note that the weekly discussions comprise the unit discussion total. You will submit all of the weekly discussions for one unit with your Reading Questions of the same unit. For example: in Unit 2, you will submit the 27 reading question answers and the 3 discussion posts (and your responses) at the end of the unit. You can copy and paste your original answers/responses from the discussion forum into the end of unit document.

**If you miss more than two discussions (two weeks of school) you could be dropped from the course with an X OR F at my discretion and by whether or not you could be successful in completing the course.**

If you have not submitted any assignments by the 12th class day, your access to the course will be blocked and the Registrar's Office will remove you from my class roll.

### **STUDENT RESPONSIBILITIES**

1. To read the information assigned in the text; if you do not read the material, you will not be able to complete the assignments. In addition, I make the assignments assuming that you have read the material.
2. To show maturity and professionalism in preparation of assignments.
3. To show courteousness to fellow classmates.
4. To initiate consultation with the instructor whenever assistance is needed regarding class assignments. (Do not be afraid to contact me for help!)
5. To appropriately cite information obtained from sources.

### **ADDITIONAL POLICIES AND PROCEDURES**

**BE PROFESSIONAL.** All actions and words should reflect kindness and respect for both the instructor and all other students. I will not tolerate rude, disrespectful, or unprofessional behavior directed at any member of this class. None of these behaviors is conducive to the environment we hope to promote this semester. Communication on all writing assignments and email must be professional.

**BE HONEST.** Honesty is an important part of integrity. Academic integrity is non-negotiable in a university environment. Students who plagiarize or cheat from the work of another, whether through outright copying off of the internet or other sources or having another person produce the student's work and then claiming the work as the student's own, will receive a 0/F for that particular assignment and could be dropped from the course with an F, at the instructor's discretion. There are no extenuating circumstances for cheating of any kind. My recommendation – for the very first offense – will be for a failing grade for the course at a minimum. I have zero tolerance for cheating. If I suspect a student or group of students of cheating, I will drop him/her/all involved without discussion. Please believe me when I say that I have ways of determining whether or not a student has cheated that he/she/they cannot get around.

The *SPC General Catalog* specifically addresses academic integrity as follows. "It is the aim of the faculty of South Plains College to foster a spirit complete honesty and a high standard of integrity. The attempt of any student to present as his or her own any work which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences, possibly suspension" (23). "Complete honesty is required of the student in the presentation of any and all phases of course work. This applies to quizzes of whatever length as well as to final examinations, to daily reports and to term papers. ... Dishonesty of any kind on examinations or on written assignments, illegal possession of examinations, the use of unauthorized notes during an examination, obtaining information during an examination from the textbook or from the examination paper of another student, assisting others to cheat, alteration of grade records, illegal entry or unauthorized presence in an office are examples of cheating." (23). Students must consult the General Catalog for the college's detailed policies on plagiarism and cheating. Ignorance of the college's policies and procedures is not a viable defense for plagiarism or cheating.

**EMAIL:** I typically check my email twice a day (Monday-Friday at noon), once in the morning and once again in the afternoon. If students have a question, please feel free to email me; however, please allow at least 48 hours for a response. Additionally, I do not check my email Friday afternoon - Sunday, so any emails sent on those days will be responded to on the following Monday. Students should limit emails to "quick" questions. My office hours or appointments are the best way for us to address more complex

questions and concerns about the course. **If the answer to your question can be found in the textbook, blackboard, or syllabus, please do not email me as I will only refer you to one of these sources.**

**\*Please note: if you use the "Email Instructor" function in BlackBoard, you will find my response in your SPC email not your BlackBoard messages.**

**EMAIL ETIQUETTE:** I expect students to use professional language and tone in all communication with me, including email correspondence. "Sooooooooooooooooo B4 u snd me a msg..... B sure i can read it." Additionally, students should include their first and last name and section number in the "subject" line of the email or in the first line of the email. If the student does not follow these guidelines, I will not respond to his/her email. Students must use proper grammar, spelling, capitalization, and punctuation. Students should *never* ask that I respond ASAP and should refrain from using ALL CAPS and excessive punctuation!!!!!! in the email. Finally, students should only email me from their SPC email addresses. Emails from Yahoo, Hotmail, etc. are not delivered to my inbox. Students may also send me messages in BlackBoard.

**GRADING TIME FRAMES AND GRADING PRIORITIES:** I grade all work as efficiently and quickly as possible. When your assignments are evaluated, you will have them back; please do not inquire as to whether or not your papers/assignments are graded.

I return all assignments as soon as possible, but I also return assignments based on priority and/or weight. At the end of each unit, students submit quite a few assignments, which accordingly, will take me a little longer to return. If you submit your assignment early, it will not be evaluated early.

**FINAL COURSE AVERAGES:** At the end of the semester, there is always a temptation for a student to email professors and ask, "Is there anything I can do to make a [insert grade here] in your class." The quick answer is "No." The longer answer is this: throughout the semester, you are given numerous opportunities to earn grades in this course. At the end of the semester, it is too late to do anything. I rarely give extra credit or drop grades. The most efficient and effective way to achieve a desirable grade in this course is to "attend" each class and be prepared with all materials and readings and submit **all** course work in a timely manner. **If you do what is required of you, you will be successful.** Remember: What you put into this course is what you will get out of it. As this is an online class, you must do more than skim the readings. This course requires you to carefully and critically engage with the pieces of literature you're reading.

**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 any necessary arrangements. Students should present appropriate verification from Student Disability Services during my instructor's office hours. Please note I am not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, you visit the SPC Special Services Office in the Student Services Building at either the Reece or Levelland campuses.

**STATEMENT OF NONDISCRIMINATION:** Neither the instructor nor any student in this class will discriminate or tolerate discrimination on the basis of age, color, disability, ethnicity, gender, national origin, race, religion, sexual orientation, or veteran status. This policy extends to in-class discussions, student essays, and all other forms of communication associated with this course, to include informal conversations within the classroom but outside the parameters of this course.

**STATEMENT OF DIVERSITY:** By its very design, this course engages texts that some students might find difficult and/or controversial. In this class, the instructor will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction.

Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world, and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

**CONTENT ADVISORY:** Once more, this is a college-level course, in which we will read, study, and review various and diverse pieces of literature, including essays. Some of the selections may contain language or content that might be considered offensive to some individuals. If you are one of these individuals, it is recommended that you drop the course.

**PRIVACY POLICY:** You are considered a college student. Therefore, you alone are responsible for your assignments, and your grades will only be disclosed to you. Parents may not obtain grades from the instructor. Remember, this is a college-level course for which you are receiving high-school credit; this is not a high-school-level course for which you are receiving college credit.

**COURSE OUTLINE AND CALENDAR:** Students are responsible for completing the following critical reading and writing assignments as identified in the course schedule. As this is a college-level course, students are responsible for their own time and course-management strategies. This being said, the course is designed for the critical reading to be completed on the appropriate due date as outlined in the schedule.

## World Literature II: Spring 2016 Schedule

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### **UNIT 1: COURSE INTRODUCTION** **DATES: JANUARY 19 - JANUARY 23**

Reading 1: Syllabus, “Unit 1” tab and explore course

Discussion 1.1: An introduction: **1/23**

Syllabus Quiz: **1/23**

\*You have three attempts to complete this assignment. The highest grade will be recorded.



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**UNIT 2: ENLIGHTENMENT**  
**DATES: JANUARY 23 – FEBRUARY 19**

Reading 1: Introduction (3-16); Selections from “What is Enlightenment?” See the assignment sheet for the specific readings.

Reading 2: De La Fayette *Princess of Cleves* (110-210)

Reading 3: De La Fontaine *Fables*: Choose 3 (256-263)

Reading 4: Pope *The Rape of the Lock* and “An Essay on Man” (391-420)

Discussion 2.1: **1/29** (Covers Reading 1)

Discussion 2.2: **2/12** (Covers Reading 2)

Discussion 2.3: **2/19** (Covers Reading 3 or 4)

Reading Questions and Defining Passages with your responses (in one document):  
**2/19**

Synthesis: **2/19**

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**UNIT 3: AN AGE OF REVOLUTIONS**  
**DATES: FEBRUARY 20 – MARCH 25**

\*NO COURSE WORK IS DUE 3/12 - 3/20 DUE TO SPRING BREAK!\*

Reading 1: Introduction 531-543 & Selections from “Revolutionary Contexts” (See assignment sheet for specific readings)

Reading 2: Selections from *Songs of Innocence and Experience*; Coleridge (934-936 & 956-957); Bunina (958-961)

Reading 3: Dickinson (1054-1056 & Selected Readings); Barrett Browning (995-996 & Selected Readings); Tennyson (1001-1003 & 1005-1009)

Reading 4: Dickinson (1054-1056 & Selected Readings); Castro (1079 & Selected Readings); Velaine (1089-1091 & “Art” 1092-1093)

Discussion 3.1: **2/26** (Covers Reading 1)

Discussion 3.2: **3/4** (Covers Reading 2)

Discussion 3.3: **3/18** (Covers Reading 3)

Discussion 3.4: **3/25** (Covers Reading 4)

Reading Questions and Defining Passages with your responses (in one document):  
**3/25**

Project 1 Proposal Due: 3/4

Project 1 Due: **3/25**

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## UNIT 4: REALISM

DATES: MARCH 25 – APRIL 8

Reading 1: Introduction (1111-1116)

Reading 2: Ibsen *Hedda Gabler* (1479-1538)

Reading 3: “Perspectives on European Empire” (1621-1624); Babington (1625-1629);  
Kipling (1640-1642)

Discussion 4.1: **4/1** (Covers Reading 2)

Discussion 4.2: **4/8** (Covers Reading 3)

Assign Pop-Culture Project (Due at the end of Unit 5) **4/3**

Reading Questions and Defining Passages with your responses (in one document):  
**4/8**

Essay 1: **4/8**

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## UNIT 5: MODERNITY AND MODERNISM

DATES: APRIL 8 – APRIL 22

Reading 1: Introduction (1681-1690); Faulkner (1992-1996 & “A Rose for Emily”  
[Handout]); Borges (2078-2080 & 2081-2088)

Reading 2: Woolf (1957-1992); Modernist Poetry (2089-2090); Yeats (2100-2104,  
“When you are old”); Rilke (2115-2116 & “The Swan” (2118)

Discussion 5.1: **4/15** (Covers Reading 1)

Discussion 5.2: **4/22** (Covers Reading 2)

Assign Capstone Project: **4/17**

Reading Questions and Defining Passages with your responses (in one document):  
**4/22**

Pop-Culture Project: **4/22**

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## UNIT 6: POSTWAR AND POSTCOLONIAL LITERATURE

**DATES: APRIL 22 – APRIL 29**

Reading 1: Introduction (2227-2230); Celan (2274-2281); Borowski (2248-2262); Baldwin (2293-2294), "Sonny's Blues" (Handout)

Discussion 6.1: **4/29** (Covers Reading 1)

Reading Questions and Defining Passages with your responses (in one document):  
**4/29**

Capstone Project Proposal/Outline Due: **4/29**

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## COURSE WRAP-UP

**DATES: APRIL 29 – MAY 8**

\*In lieu of a final examination, you will submit your comprehensive capstone project. It will function in the same way as a final examination in that, if you fail to submit the project or attempt to submit the project late, you will fail the course automatically regardless of your current grade in the course.

Take a picture or screenshot of your submission receipt. Should there be an issue, I will ask for that document first.

To ensure that your assignment submits correctly, please email me at [abrewer@southplainscollege.edu](mailto:abrewer@southplainscollege.edu) that you've submitted your assignment. I will reply back, as soon as possible, with whether or not your project submitted correctly. Your assignment is not **officially** submitted until you've received a "submitted" email back from me.

All projects must be uploaded and submitted by 11:59 PM on Sunday, May 8<sup>th</sup>.