

Introduction to World Literature

EN105 SYLLABUS



Central Methodist University
Graduate and Extended Studies
Online Programs

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MISSION STATEMENTS:

CMU: Central Methodist University prepares students to make a difference in the world by emphasizing academic and professional excellence, ethical leadership, and social responsibility.

Creed: The Central Methodist University community believes in seeking knowledge, truth, and wisdom; valuing freedom, honesty, civility, and diversity; living lives of service and leadership; and taking responsibility for ourselves and the communities in which we live.

COURSE INTRODUCTION

COURSE

EN105 Introduction to World Literature; 3 hrs; 16 week

COURSE DESCRIPTION

The reading and critical discussion of literary works, including works of fiction, poetry, and drama from ancient times to contemporary. Emphasis on understanding, appreciation, and analysis of great works of literature.

COURSE OBJECTIVES

- Students will be able to demonstrate comprehension of reading to compare and contrast essential concepts of the works of world literature; explore, discuss, and write about theme; and synthesize conclusions regarding theme from various genres.
- Students will be introduced to a wide range of voices and world cultures, and be able to recognize how various pieces of literature from around the world both complement and clash with one another; will examine the intersection of culture and history with literature; and will have a better understanding of how literature has been shaped by European colonialism.
- Students will be able to engage in meaningful reading tasks by using strategies and responding in discussions and in writing regarding literary elements, types of literature, and the writer's craft.
- Students will be able to adopt the appropriate voice, tone, and level of formality required in academic writing; integrate their own ideas with those of others; and practice appropriate means of documenting their work.

COURSE REQUIRED TEXTBOOK AND READINGS

- Abcarian, Richard, Marvin Klotz, and Samuel Cohen. *Literature: The Human Experience*. 11th edition. New York: Bedforbs/St. Martin's Abcarian. 2013.
ISBN: 978-1-4576-0429-4
- Fitzgerald, F.S. *The Great Gatsby*. New York: Scribner, 2004.
ISBN: 978-0-7432-7356-5
- Bronte, Charlotte. *Jane Eyre*. Radford, VA: Wilder Publications, 2008.
ISBN: 978-1-60459-411-9

COURSE ANNOUNCEMENTS AND COMMUNICATION

Generally speaking, instructor announcements or instructions are provided in the announcements section of myCMU. All students are responsible for having an email address capable of sending and receiving messages. Students are expected to check their email on a regular basis for course-related communications. It is the responsibility of the student to let the instructor know his or her email address.

If you have questions about the course, the schedule, or assignment requirements, you should direct them to the **Open Discussion** section of the discussion forum. If you have a question, there is a good chance others have the same question. Posting questions here

makes it easier for all to pose, answer, and receive answers to common questions. This section will be checked regularly.

COURSE ASSESSMENT

GRADING SCALE

Grade	Percent
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	<60%

GRADING CRITERIA

Grades will be based upon the following:

Primary posts/Secondary posts	15 weeks of posts x 3%	45% of total grade
Writing Projects	2 papers x 15%	30% of total grade
Final Reflection	1 paper x 15%	15% of total grade
Quizzes	7 quizzes x 1.45%	10% of total grade

GRADING CRITERIA EXPECTATIONS

Online Discussion Expectations

Discussion is an integral part of the classroom experience. Individual participation and contribution to online discussion sessions is expected. Each week you will contribute two original arguments to the discussion forum. You will also provide thoughtful responses to four of your classmates, which means that you will be participating at least six times on the forum during the week. You may contribute more if you'd like.

The forum is a **formal writing space** where you will practice thinking deeply, critically, and creatively about the assigned readings. There you will learn how to read beyond the surface of a story or poem. In the forum, you will discover how to talk about literature, how to make bold claims, and how to offer unique interpretations.

In other words, the forum will help you develop a stronger ability to read actively and perceptively.

Refer to the **Discussion Forum Guide & Rubric** located in Resources and Materials in myCMU for further details on this assignment.

Written Assignment Expectations

Written assignments should be written in 12 point, Times New Roman font using 1" margins by the assigned date. Assignments should be submitted through myCMU unless otherwise stated. You will use MLA format for the work (See Purdue Owl <https://owl.english.purdue.edu/owl/resource/747/24/>). Acceptable file formats include Microsoft Word (.doc) or RTF (rich text format). Files submitted in an improper format can't be opened; therefore, they can't be graded. It is the responsibility of the student to submit assignments in the proper file format. Each written assignment will be submitted turnitin.com by uploading the document to the proper assignment in myCMU.

You will submit two writing projects: one a paper and the other a creative project with an explanation. Refer to the **Writing Projects Assignment Sheet** for the complete assignment details.

You will also complete a reflection essay at the end of the course. In the reflection, you will discuss your growth and development as a reader of literature. The **Reflection Essay Assignment Sheet** provides detailed instructions for this reflection.

Turnitin.com

The website compares your essay to all the other essays that have been submitted to it, to journals and magazines, and to information on the internet. It then generates an originality report, which highlights passages that are matches to other works. The lower the number, the fewer the matches that have been found; the higher the number, the more matches found.

You should use the report as an evaluative tool. If you have significant matches that are direct quotes, see if you are relying too heavily on sources. A paper is not a compilation of the ideas of others, but it should be a discussion of your thesis supported by sources. You also should evaluate the matches to see if you paraphrased effectively, and, of course, you have to cite paraphrased information as well as directly quoted information. You may find turnitin.com a helpful tool as you revise your writing.

Quizzes

You will take seven timed quizzes in this class. Quizzes will occur every two weeks. Each quiz will have 10 multiple choice questions worth 2 points for a total of 20 points per quiz. so each quiz is worth a total of 20 points. You will have 20 minutes to complete each quiz.

Quizzes will focus on the weekly readings, which includes the assigned material from the anthology/textbook and supplemental handouts. Questions will focus on literary concepts and topics crucial to understanding and discussing the weekly readings. You may find that the quizzes give you ideas to develop in the forum posts. You are encouraged to take the quiz before participating in that week's discussion forums. You can use your book(s) while taking the quiz, of course—but keep in mind that if you do not know something, it will take time to look up and read. Be prepared.

DUE DATES AND DELIVERABLES

All due dates and deliverable requirements will be posted on the course website and are considered "firm." Also note that any due dates and times are in central standard time so please adjust accordingly. Any deviation in content or form should be discussed with the instructor prior to the due date. Late and/or incomplete work will result in a significant grade reduction. The only exceptions related to late work are covered under the **Late Work Policy** below.

LATE WORK POLICY

Late assignments will only be permitted in cases involving extreme hardship (e.g., unplanned change of employment, transfer, severe illness, accident, or death in the immediate family). It is the student's responsibility to inform the instructor prior to the due date of such circumstances and to provide acceptable documentation. Late assignments will be handled on a case-by-case basis. Due to the nature of the program and course you are

encouraged to work ahead as possible to avoid missing deadlines. The course should be completed as scheduled, incomplete ("I") grades will only be considered as a last resort (See University Catalog Regarding Incomplete ("I") Grades).

INSTRUCTOR ACADEMIC CONDUCT POLICY

I will follow the guidelines in the Central Methodist University Catalog (<http://www.centralmethodist.edu/catalog/cges/policies/sanctions.php#conduct>). If a student is found guilty of plagiarism or another instance of academic dishonesty, he or she will at least earn a grade of zero for the assignment. I will also inform the Dean of the University of the incident. Other penalties may include a grade of F in the course if warranted by me as the instructor and probation, suspension, or expulsion if warranted by the Vice President and Dean of the University.

COURSE STUDY PLAN – WEEK ONE (August 27-Sept. 2)

READINGS:

- Review Introduction (pages 3-6)
- Review Drama section (17-24)
- *Antigone*

INDIVIDUAL ASSIGNMENTS:

DISCUSSION FORUMS

Primary posts due by Wednesday at 11:55 p.m.
Secondary Responses due by Sunday at 11:55 p.m.

1. Introduction Forum Post
2. Primary Post 1 in Week 1 Discussion Forum: Due Wednesday at 11:55 p.m. See instructions on myCMU in Resources and Materials for the class.
Please note: failure to submit this assignment by the due date may result in your removal from the course for non-participation.
3. A private post discussion is due by Wednesday at 11:55 p.m. Post in the private discussion post. Tell me something fun about yourself: Are you planning a great vacation? or you like pork and beans on your tacos.

The Private Discussion is the way that I can communicate privately with each of you. If you have something that you wish to email me or ask me, place those ideas in the thread from your first post in the private discussion.

COURSE STUDY PLAN – WEEK TWO/Three (Sept. 3-9)

READINGS:

- *Othello*

INDIVIDUAL ASSIGNMENTS:

Primary posts due by Wednesday at 11:55 p.m.

Secondary Responses due by Sunday at 11:55 p.m.

Quiz 1 is open from Wednesday at 11:55 p.m. to Sunday at 11:55 p.m.

~~COURSE STUDY PLAN – WEEK THREE (Sept. 3-9)~~

READINGS:

- ~~*Othello*~~

INDIVIDUAL ASSIGNMENTS:

~~Primary posts due by Wednesday at 11:55 p.m.~~

~~Forum Responses due by Sunday at 11:55 p.m.~~

COURSE STUDY PLAN – WEEK FOUR (Sept. 10-16)

READINGS:

- Introduction to poetry (11-17)

Selected poems of Renaissance:

- "They Flee from Me," p. 932
- "The Passionate Shepherd to his Love," p. 943
- "To the Virgins, to Make Much of Time," p. 905
- "The Nymph's Reply to the Shepherd," p. 942
- "Shall I Compare Thee?" p. 898
- "That Time of Year," p. 1219
- "Am I Thus Conquered?" p. 904

INDIVIDUAL ASSIGNMENTS:

Primary posts due by Wednesday at 11:55 p.m.

Secondary Responses due by Sunday at 11:55 p.m.

Quiz 2 is open from Wednesday at 11:55 p.m. to Sunday at 11:55 p.m.

COURSE STUDY PLAN – WEEK FIVE (Sept. 17-23)

READINGS:

Selected poems of the 17th century:

- "Sonnet 130" p. 900
- "Death Be Not Proud" p. 1219
- "The Flea" p. 901
- "But Men Loved Darkness Rather than Light" p. 426
- "To His Coy Mistress" 944

Selected poems of the 18th century:

- "London" p. 178
- "The Lamb" p. 177
- "The Tyger" p. 178

INDIVIDUAL ASSIGNMENTS:

Primary posts due by Wednesday at 11:55 p.m.

Secondary Responses due by Sunday at 11:55 p.m.

COURSE STUDY PLAN – WEEK SIX (Sept. 24-30)

READINGS:

Selected poems of the Romantic era:

- "The World is Too Much with Us" p. 427
- "Ozymandias" p. 1221

Selected poems of the Victorian era:

- "My Last Duchess" p. 179
- "Dover Beach" p. 909
- "Ulysses" p. 428

INDIVIDUAL ASSIGNMENTS:

Primary posts due by Wednesday at 11:55 p.m.

Secondary Responses due by Sunday at 11:55 p.m.

Quiz 3 is open from Wednesday at 11:55 p.m. to Sunday at 11:55 p.m.

COURSE STUDY PLAN – WEEK SEVEN (Oct. 1-7)

READINGS:

Selected American poems of the 19th century:

- "Because I Could Not Stop for Death" p. 1225
- "We Wear the Mask" p. 674

20th century poetry:

- "To an Athlete Dying Young" p. 1226
- "Musee des Beaux Arts" p. 1231
- "Nothing Gold Can Stay" p. 1240
- "The Fish" p. 1261
- "Sonnet" p. 925
- "Why I Left the Church" p. 451

INDIVIDUAL ASSIGNMENTS:

Primary posts due by Wednesday at 11:55 p.m.

Secondary Responses due by Sunday at 11:55 p.m.

COURSE STUDY PLAN – WEEK EIGHT (Oct. 8-14)

READINGS:

- *Jane Eyre*, 1-160

INDIVIDUAL ASSIGNMENTS:

Primary posts due by Wednesday at 11:55 p.m.

Secondary Responses due by Sunday at 11:55 p.m.

Quiz 4 is open from Wednesday at 11:55 p.m. to Sunday at 11:55 p.m.

Writing Project #1 due by Thursday at 11:55 p.m.

COURSE STUDY PLAN – WEEK NINE (Oct. 15-21)

READINGS:

- *Jane Eyre*, 1-325

INDIVIDUAL ASSIGNMENTS:

Primary posts due by Wednesday at 11:55 p.m.

Secondary Responses due by Sunday at 11:55 p.m.

COURSE STUDY PLAN – WEEK TEN (Oct. 22-28)

READINGS:

- "The Yellow Wallpaper" p. 551 ff.
- "Young Goodman Brown" p. 79 ff.

INDIVIDUAL ASSIGNMENTS:

Primary posts due by Wednesday at 11:55 p.m.

Secondary Responses due by Sunday at 11:55 p.m.

Quiz 5 is open from Wednesday at 11:55 p.m. to Sunday at 11:55 p.m.

COURSE STUDY PLAN – WEEK ELEVEN (Oct. 29-Nov. 4)

READINGS:

- "The Lottery" p. 373 ff
- "The Death of Ivan Ilych" p. 1114 ff.

INDIVIDUAL ASSIGNMENTS:

Primary posts due by Wednesday at 11:55 p.m.

Secondary Responses due by Sunday at 11:55 p.m.

COURSE STUDY PLAN – WEEK TWELVE (Nov. 5-11)

READINGS:

- "A Good Man Is Hard to Find" p. 138 ff.
- "Everyday Use" p. 589 ff.

INDIVIDUAL ASSIGNMENTS:

Primary posts due by Wednesday at 11:55 p.m.

Secondary Responses due by Sunday at 11:55 p.m.

Quiz 6 is open from Wednesday at 11:55 p.m. to Sunday at 11:55 p.m.

COURSE STUDY PLAN – WEEK THIRTEEN (Nov. 12-18)

READINGS:

- *The Great Gatsby*, pp. 1-96

INDIVIDUAL ASSIGNMENTS:

Primary posts due by Wednesday at 11:55 p.m.

Secondary Responses due by Sunday at 11:55 p.m.

COURSE STUDY PLAN – WEEK FOURTEEN (Nov. 26-Dec. 2)

READINGS:

- *The Great Gatsby*, pp. 97-180

INDIVIDUAL ASSIGNMENTS:

Primary posts due by Wednesday at 11:55 p.m.

Secondary Responses due by Sunday at 11:55 p.m.

Quiz 7 is open from Wednesday at 11:55 p.m. to Sunday at 11:55 p.m.

COURSE STUDY PLAN – WEEK FIFTEEN (Dec. 3-9)

READINGS:

- "The Things They Carried" p. 1159 ff.
- "Admiral" p. 1194 ff

INDIVIDUAL ASSIGNMENTS:

Primary posts due by Wednesday at 11:55 p.m.

Secondary Responses due by Sunday at 11:55 p.m.

Writing Project #2 due by Sunday at 11:55 p.m.

COURSE STUDY PLAN – WEEK SIXTEEN (Dec. 10-17)

READINGS:

- "The Storm" p. 835
- "The Story of an Hour" p. 1156 ff.

INDIVIDUAL ASSIGNMENTS:

Reflection Essay due by Friday at 11:55 p.m.

Primary post is due by Wednesday at 11:55 p.m. (Make only one this week): Share your reflections on what you have learned in the course about literature.

Secondary posts are due by Friday at 11:55 p.m.; only two secondary posts are required this week.

SUPPLEMENTAL INFORMATION

APA Reference Guide

You may be asked to write a paper in "APA style". If you are not sure what "APA style" means, here are some reference sites

- <http://owl.english.purdue.edu/owl/resource/560/01/>
- <http://apastyle.apa.org/>

Depending on the requirements of your course, you should consider buying a style book.

Accessing Library Databases

Central Methodist University provides a number of online databases which are available to you for research and reference purposes. Since it is likely that you will not be on the Fayette campus when you access this material, you will need to use your myCMU login and password for access. For more information about how to access these online databases, reference the "Contact Information" section of this document.

Discussion Forum Tips (adapted from

http://community.flexiblelearning.net.au/TeachingTrainingLearners/content/article_4183.htm)

1. Give all postings a clear and relevant title. Avoid using vague or ambiguous titles such as 'News', 'Hi' 'Latest work' etc.
2. Remember the human. When you communicate electronically, all you see is a computer screen. You don't have the opportunity to use facial expression, gestures and tone of voice to communicate your meaning (apart from using emoticons); words - lonely written words - are all you've got. When you're holding a conversation online -it's easy to misinterpret your correspondent's meaning. And it's easy to forget that your correspondent is a person with feelings more or less like your own.
3. Respect other people's time. People seem to have less time than ever before and have a lot of information to absorb. When you send e-mail or post to a discussion group, you're taking up other people's time (or hoping to). It's your responsibility to ensure that the time they spend reading your posting isn't wasted.
4. Know what you're talking about and make sense. Make sure your notes are clear and logical and know what you are talking about. Be pleasant and polite. Don't use offensive language, and don't be confrontation for the sake of confrontation.
5. Help keep flame wars under control. "Flaming" is what people do when they express a strongly held opinion without holding back any emotions. Flames can be lots of fun, both to write and to read. But Netiquette does forbid the perpetuation of flame wars. Series of angry letters, most of them from two or three people directed toward each other that can dominate the tone and destroy the camaraderie of a discussion group. It's unfair to the other members of the group and it also can get boring very quickly to people who aren't involved in them.
6. Be forgiving of other people's mistakes. When someone makes a mistake (even if you feel strongly about it) think twice before reacting. Having good manners yourself doesn't give you license to correct everyone else. If you do decide to inform someone of a mistake, point it out politely, and preferable by private email rather than in public. Give people the benefit of the doubt; assume they just don't know any better.