



ABRAHAM BALDWIN AGRICULTURAL COLLEGE

Course Syllabus Fall 09

Course Name: WORLD LITERATURE II
Course Number: ENGL 2112
Course Description: A survey of important works of world literature from the mid-seventeenth century to the present. Designed to foster in the student some knowledge and appreciation of world literature from the late seventeenth century to modern times. Lectures, discussions and research are devoted to major literary works, figures, and movements in historical context, with attention to recurrent themes, archetypes, and techniques of literary analysis as well as to the influence of philosophical and religious views on the literature. Fall, Spring, Summer.
Pre-requisites/Co-requisites: Prerequisite: ENGL 1102 with a grade of "C" or better.
USG General Education Outcomes Pertinent to this Course: Aesthetic Perspective: Aesthetic perspective will be characterized by critical appreciation of and ability to make informed aesthetic judgments about the arts of various cultures as media for human expression: Competence within the context of collegiate general education is defined by the following outcomes: <ul style="list-style-type: none">○ Ability to make informed judgments about art forms from various cultures including one's own culture;○ Ability to recognize the fine, literary, and performing arts as expressions of human experience;○ Ability to discern the impact and role of artistic and literary achievement in society and one's personal life. Cultural and Social Perspectives: Cultural and social perspective will be characterized by cultural awareness and an understanding of the complexity and dynamic nature of social/political/economic systems; human and institutional behavior, values, and belief systems; historical and spatial relationship; and, flexibility, open-mindedness, and tolerance. Competence within the context of collegiate general education objectives is defined by the following outcomes: <ul style="list-style-type: none">○ Ability to articulate the complexity of human behavior as functions of the commonality and diversity within groups;○ Ability to appreciate and respect diversity among people and recognize the roles various peoples played in their culture;○ Ability to identify and analyze both contemporary and historical perspectives on contemporary issues;○ Ability to relate the contributions of groups and individuals to the history of ideas and belief systems;○ Ability to critically analyze one's own culture. Communications: Oral and written communication will be characterized by clarity, critical analysis, logic, coherence, persuasion, precision, and rhetorical awareness. Competence within the context of collegiate general education is defined by the following outcomes:

- Ability to assimilate, analyze, and present in oral and written forms, a body of information;
- Ability to analyze arguments;
- Ability to adapt communication to circumstances and audience;
- Ability to consider and accommodate opposing points of view;
- Ability to interpret content of written materials on related topics from various disciplines;
- Ability to communicate in various modes and media, including the proper use of appropriate technology;
- Ability to produce communication that is stylistically appropriate and mature;
- Ability to communicate in standard English for academic and professional contexts;
- Ability to interpret inferences and develop subtleties of symbolic and indirect discourse;
- Ability to sustain a consistent purpose and point of view;
- Ability to compose effective written materials for various academic and professional contexts.

ABAC Course Learning Outcomes:

Course Outcomes:

Students who successfully complete this course will be able to:

1. read literary works across genres.
2. interpret literature analytically and critically
3. demonstrate an awareness of historical and cultural contexts as well as literary periods.
4. demonstrate in at least one paper the ability to use MLA documentation appropriately
5. demonstrate in at least one assignment the ability to use computers to write and do research.
6. evaluate literature and its role in culture and society.

INSTITUTIONAL ABSENCE

A student who serves as an official representative of the college is defined as one who:

1. is authorized to use the college name in public relationships outside the institution;
2. regularly interacts with non-college individuals and groups over an extended period of time (at least one semester);
3. represents the college as a part of a group and not as an individual;
4. represents the college under the direct supervision of a college faculty or staff member; and
5. is authorized in writing, in advance, by the President of the college.

Such a student is in no way released from the obligations and responsibilities of all students, but will not be penalized with unexcused absences when absences result from regularly scheduled activities in which he/she represents the college.

Further, it is the responsibility of each student to contact instructors prior to the absence and to make arrangements to make up any work that will be missed, in a manner acceptable to the instructor. Advisors of activities will schedule off-campus activities in a manner that does not unduly disrupt the learning process for a student.

College Policy on Academic Dishonesty:

A. Academic Dishonesty

Academic irregularities include, but are not limited to, giving or receiving of unauthorized assistance in the preparation of any academic assignment; taking or attempting to take, stealing, or otherwise obtaining in an unauthorized manner any material pertaining to the education process; selling, giving, lending, or otherwise furnishing to any person any question and/or answers to any examination known to be scheduled at any subsequent date; fabricating, forging, or falsifying lab or clinical results; plagiarism in any form related to themes, essays, term papers, tests, and other assignments; breaching any confidentiality regarding patient information.

B. Disciplinary Procedures

1. When a faculty member suspects that a student has engaged in academic dishonesty, the faculty member will contact the Office of the Vice President for Academic Affairs. The Vice President for Academic Affairs will notify the student in writing of the report and will appoint a neutral person from among the faculty or staff to meet with the faculty member who reported the matter and the student(s) believed to have engaged in academic dishonesty. The purpose of the meeting, to be scheduled by the Office of the Vice President for Academic Affairs, will be to provide a facilitated discussion about what may have occurred. The faculty member who reported the matter, the student(s) believed to have engaged in academic dishonesty, and the facilitator are the only participants in the meeting. Audio nor video recordings of these proceedings will be permitted. Following the discussion, the facilitator will submit a form summarizing results of the proceedings to the Office of the Vice President for Academic Affairs.
2. The faculty member and student(s) may reach an agreement about the matter and, if dishonesty is involved, may determine the appropriate consequences. If no resolution is agreed upon, the matter will be forwarded to the Dean of Student Life and Housing, who will convene the Student Judiciary Committee to determine the outcome of the allegation.
3. Guidelines for disciplinary procedures as outlined in Section V of the Student Code of Conduct will be applicable in cases involving alleged academic dishonesty. A written copy of the recommendations by the Student Judiciary Committee shall be sent not only to the student but also to the faculty member who made the allegations of academic dishonesty against the student, to the Vice President for Academic Affairs, and to the President.
4. Prior to any finding of responsibility on the part of the student, the faculty member shall permit the student to complete all required academic work and shall evaluate and grade all work except the assignment(s) involved in the accusation of dishonesty. The faculty member may, however, take any action reasonably necessary to collect and preserve evidence of the alleged violation and to maintain or restore the integrity of exam or laboratory conditions.
5. A student may not withdraw from a course to avoid penalty of plagiarism or other forms of academic dishonesty.

C. Appeals Process

Students have the right to appeal a Student Judiciary Committee hearing recommendation in accordance with the following procedures:

1. Requests for appeals must be submitted in writing to the Office of the Vice President for Student Affairs within five business days of the date of the letter notifying the student of the original decision. Failure to appeal within the allotted time will render the original decision final and conclusive.
2. Written requests for appeals must be specific and detailed as to the nature and substance of the student's complaint and must clearly indicate what action is

requested. The written request should specify the grounds for appeal. Judicial recommendations may be appealed on the following grounds:

- A violation of due process
 - Prejudicial treatment by the original hearing body
 - New evidence has become available which was not available at the time of the hearing.
3. Appeals shall be decided upon the record of the original proceedings, the written appeal submitted by the defendant, and any written briefs submitted by other participants. Cases will not be reheard on appeal.
 4. If the student is dissatisfied with the decision of the Vice President for Student Affairs, the student may request in writing that the President consider the appeal, but such request must be made within five business days of the Vice President's decision or the Vice President's decision will be considered final and conclusive.
 5. Within five business days of receiving the appeal, the President will either rule on the appeal or refer the appeal to a special Presidential Panel. The Presidential Panel will review all facts and circumstances connected with the case and within five business days make a report of its findings to the President. After consideration of the Panel's report, the President will within five business days make a decision which shall be final so far as the College is concerned.
 6. Should the student be dissatisfied with the President's decision, written application may be made to the Board of Regents for a review of the decision. This application must be submitted within twenty days following the decision of the President. Additional information regarding procedures for appealing to the Board is available in the Office of the Vice President for Student Affairs. The decision of the Board shall be final and binding for all purposes.

Midterm Advisory Grades

Midterm Advisory Grades will be reported on Banner Web to any student who has a "C," "D," or "F" in any class. The number of class absences will be posted for all students. Advisory grades are not entered on the student's permanent record. Students should note that these grades are advisory and will not necessarily reflect the final grade earned in a course. These grades are intended to provide students with information in order to improve their performance in the second half of the semester. Students are responsible for checking Banner Web when grades and absences have been reported. Students who receive grades should meet with their instructors to develop plans for success in the second half of the semester. Students should also take advantage of study groups and plan for ongoing conferences with instructors in order to monitor their progress. ABAC provides free tutorial assistance for most courses through the Academic Assistance Center (AAC); in addition to other academic support activities, students should work with their instructors to establish tutoring in the AAC.

If there is a student in this class who has specific needs because of learning disabilities or any other disability, please feel free to contact the instructor.

Instructor: Dr. Su Senapati

Tel #: 229.391.4970 (available during office hours)

Email: ssenapati@abac.edu

Office Location: King 2E

Office hours:

M: 10-12 & 2-3; T: 9:20-11:20; W: 10-12; R: 9:20-11:20; F: 10-12

REQUIRED TEXT: Mack, Maynard, et al *The Norton Anthology of World Literature*. Package 2 (Vols D, E, F) 2nd Ed. New York & London: Norton, 2002.

COURSE POLICIES:

- i) If you are tardy make sure to come up to me and get yourself marked present at the end of the class. Since we meet once a week you are allowed one absence after which you will lose 5 point from the quiz part of the grade for each absence.
- ii) Missed test as a result of an illness has to be made up within one week of the date you are medically certified to come back to school
- iii) Everything you write in this class is to be double-spaced. Research papers and essays must be typed and use the MLA style of documentation
- iv) **Late Papers:** Since your paper is your final there is no grace period. Paper is due at the beginning of the exam period. Turn electronic version of your paper into **Turnitin in addition to giving me a print copy.**

ASSIGNMENTS & GRADE DISTRIBUTION:

- I) Quizzes (worst quiz grade will be dropped or substitute a missed quiz) = **15 %**
- II) Two major tests @25% each = **50%**
- III)* Oral presentation with PP that summarizes and paraphrases
The ideas interpretation and arguments made by the interpreter/ critic. = **15 %**
- IV) Researched literary essay = **20 %**

IIIa) A bibliography on any one piece of primary literature we will study with at least 10 entries with your top 5 choices marked and numbered from 1 to 5 with 1 being your best choice. These bibliographic entries should be no earlier than 1970;

IIIb) a photocopy of the entire literary interpretation/criticism selected from this bibliography after instructor has approved the interpretive article;

IIIc) Explanation and summary of the literary article made into a power point or any other form of presentation to be made in class. You will list the points and arguments made by the critic in your own words with all borrowed language with appropriate quotation marks. Too many block quotes is unacceptable for it will reveal a cut and paste job and not an understanding of the critic’s points, interpretations and arguments.

This project is due during the time we are discussing the piece in class. The quality of your source will determine the quality of your summary so spend considerable AMOUNT OF TIME LOCATING GOOD INTERPRETATIONS. SPEND ENOUGH TIME READING (AT LEAST 2 -3 TIMES), HIGHLIGHTING AND LISTING YOUR POINTS BEFORE YOU MAKE YOUR ORAL PRESENTATION WITH THE AID OF PP. Strictly follow the instructions provided to locate good interpretations. The language used in your PP should be written in your own words with only short phrases in direct quotes.

C/R # III.* For this assignment, you need to research and **locate one good/substantive literary interpretation** of any **one** literary piece we are reading (*Tartuff, Candide etc*) thoroughly read, highlight and understand the claims and evidence presented in the photocopied interpretation, summarize the interpretation in your own words, give me a typed copy of the summary and present it verbally and through power point to the class. ; **oral presentation has to be a minimum of full 15 minutes; Give me a hard copy of your PP on the day of the presentation. And the typed summary is due on the day you make the presentation.**

Items to be included for this assignment:

C/R # III Steps for locating literary interpretation (Needs to be done very early in the semester for library to get the material you wish to get). Searching popular and commercial sites on the internet is not a good idea.

1. Look at the last paragraph of the introduction to *each piece of lit we study, especially under section called "Further Reading"* You can *go* on GIL and see if we have the criticism mentioned under "Further Reading" at the Baldwin library, and if we don't you can request it through inter loan library request.
2. Get on to GIL (ABAC library catalogue holdings) and type in key terms such as *Tartuffe* or *Phadrea* and get a bibliography of secondary criticism carefully choose from the list making sure you are not choosing just another copy of the primary text itself.
3. Go into Galileo, then onto Literature and Language database, then click on Literature and then type in the title(longer works) and /or author (for shorter works) to search for literary interpretations. Look through the listed titles and choose one you can manage to comprehend, absorb and explain to the class. Make sure to check box for full linked text.
4. Look at other databases such as Arts and Humanities Index
5. Browse the stacks looking at call numbers you get from your GIL search.

NOTE: (I) An interpretation from a book anthology is easier to follow than one in a linked full text journal.
(ii) Librarians are there to help you, not do your searches for you, so don't go to the librarians and say you don't know what to do; follow the steps specified above.

Researched literary essay (see my webpage or WebCT for details for Literary Essay document), not the same as the summary oral presentation of selected literary interpretation

Write an essay on a literary topic on any one or more of the texts we read. The essay must contain both your ideas and ideas gathered from researched secondary sources and must use the MLA style of parenthetical citation and documentation. You will need to have 3 secondary sources two of which must be from books or academic journals (can be electronic journals or books). The essay needs to have a minimum length of 4 full typed pages, excluding the Works Cited page (double spaced using 12 pts font). The essay will have a title, a thesis and a Works Cited page and must be turned into tunitin. You have to discuss your topic for your literary essay and must give your materials carefully stapled including the assignment sheet and the Works Cited check sheet that you must read check and attach to your paper. (i assignment sheet, ii literary essay, iii works cited page, iv citation/documentation check sheet)

READING SCHEDULE: This is a tentative schedule. Stay alert to modifications (additions, and/or deletions) and changes

Note: For each text assigned you will come prepared having read the text, practiced the unfamiliar names (see pronunciation glossary in the book) highlighted&/or annotated the text. Be prepared for quizzes on the pages assigned at the beginning of the class period

WK 1: W8/19: Introduction to class: Oral presentation of a critic's interpretation, research paper and tests

Bring print evidence of successful completion of Engl 1101 & 1102 with minimum of C grade (You will receive a bonus 5 point to be added to your quiz grade and a – 5 points for not bringing this to me)

WK2: W8/26: Vol D have read pgs 295-302 & 304-361 (end of Act 3 of *Tartuffe*); Choice of text you wish to make your oral presentation

WK3: W 9/2: *Tartuffe* Act 3- end pgs 343-361; Last day for *Tartuffe* presentations; Quiz on *Tartuffe* Bibliography of secondary criticism on chosen text (min of 8 criticism/ sources) for oral presentation

WK 4: W9/9: Jean Racine: *Phadrea* pg 362-404 Last day for presentations on *Phadrea*

WK 5: W,9/16: Vol E: Naturalism, Realism Symbolism Have Vol E Read pgs 1071-1083 & pgs 1460 – 1482 of Henrik Ibsen's *Hedda Gabler*

WK 6: W9/23: Vol E pgs 1482 -1518; Last day for presentations on *Hedda Gabler*

WK 7:9/30: Test 1

WK 8 W, 10/7: Start Vol F Have read pgs 3021-3051 (end of Act 3) *Death and the King's Horseman*

WK 9: W, 10/14 Have read pgs 3051- 3071 on *Death and the King's Horseman*; Last day for presentations on *Death and the King's Horseman*

WK10: W, 10/21: Have read pgs 2570 - 2585 Last day for presentation on "The Guest" and Pgs 2722-34 Lessing's "The Old Chief Mshlanga" Last day for presentation on Old Chief

WK11: W, 10/28 *Things Fall Apart* pg 2860-2887

WK12: W, 11/4: *Things Fall Apart* pgs 2887-2915

WK13: W, 11/11 *Things Fall Apart* pgs 2915- end 2952 Last Day for presentations on *Things Fall Apart*

WK 15: W, 11/18: Test II

WK 16: W, 11/25: Thanksgiving Hols

WK 17: W, 12/2: Peer review lit essay

Final Exam Period 21: Dec 10, 8:30-10:30 **Final Researched essay due (Must be turned into turnitin along with a double-spaced paper copy)**

I have read and understand the terms of the course syllabus for

Dr. Su Senapati's World Literature II (ENGL 2112) class. I agree to adhere to an abide by the requirements of this class.

Name: (Print) _____

Student ID _____

Signature _____

Date _____